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ABSTRACT

This community action guide was developed to implement the strategies for the advancement of women developed at the United Nations world conference in Nairobi that ended the Decade for Women in 1985. The guide is intended to: (1) increase understanding and awareness of the existence of the Nairobi Forward-Looking Strategies for the Advancement of Women document and to provide suggestions for using that document in an active way; (2) provide women with enough background on the Forward-Looking Strategies document to help them develop campaigns for pressuring their governments to enforce the recommendations to which they agreed in Nairobi; and (3) be used along with the official document that contains the exact text of the Forward-Looking Strategies. The guide is organized in five sections. The first four sections cover the rationale for the community action guide, the Nairobi Forward-Looking Strategies, answers to questions about the strategies, and some ideas for using the strategies document. The final, longest section, presents 13 selected themes from the Forward-Looking Strategies as guidelines to action. The themes are: decision making; education and training; employment; energy and environment; exploitation of women; food, water, and agriculture; health; housing and transportation; legal rights; media and communications; migrants and refugees; peace; and young and old women. (KC)

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IT'S OUR MOVE NOW:

A COMMUNITY ACTION GUIDE TO THE UN NAIROBI FORWARD-LOOKING STRATEGIES FOR THE ADVANCEMENT OF WOMEN

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In the beginning, in countries worldwide,
groups large and small, women
mobilized to bring our concerns
into the global arena. . .

Then the governments of the world,
working through the United Nations,
took up the challenge. . .

The result has been: A YEAR. . .
A DECADE. . .
A DOCUMENT. . .

Once again. . .

IT'S OUR MOVE NOW:

A COMMUNITY ACTION GUIDE TO THE UN NAIROBI FORWARD-LOOKING STRATEGIES FOR THE ADVANCEMENT OF WOMEN

Written by Joanne Sandler Designed by Anne S. Walker

PRODUCED BY:

INTERNATIONAL WOMEN'S TRIBUNE CENTRE
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September 1987, 118 pages

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We also want to acknowledge the work of those agencies and individuals at the United Nations and the many other individuals who have been involved in the formulation, dissemination and continued monitoring of the Nairobi Forward-Looking Strategies document. We particularly appreciate the UN Department of Public Information's help and willingness to supply free copies of the official document for distribution worldwide.

A final word of thanks to the many governmental and church agencies, foundations and individuals for their past and continued support for the work of the International Women's Tribune Centre.

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A Community Action Guide to the UN Nairobi Forward-Looking Strategies for the Advancement of Women
IWTC, September 1987, 118 pages

CONTENTS

subject page

Why have a community action guide? 1

Nairobi Forward-Looking Strategies 2

Answers to frequent questions about the FLS document. 5

Some ideas for using the FLS document 9

Selected themes and activities in this guide 15

DECISION-MAKING:

Index and issues 20
Activity: Creating opportunities for women to become decision-makers 22

EDUCATION AND TRAINING:

Index and issues 24
Activity: Talking about the need for non-sexist training materials 26

EMPLOYMENT:

Index and issues 30
Activity: Eliminating wage differences between men and women 32

ENERGY AND ENVIRONMENT:

Index and issues 36
Activity: Re-evaluating women's contributions to energy and environment 38

EXPLOITATION OF WOMEN:

Index and issues 42
Activity: Changing how people think about violence against women 44

FOOD, WATER AND AGRICULTURE:

Index and issues 48
Activity: Thinking ahead about women's food and agricultural work 50

HEALTH:

Index and issues 54
Activity: Influencing health policy by disseminating health facts 56

HOUSING AND TRANSPORT:

Index and issues 60
Activity: Involving women in planning their own communities 62

LEGAL RIGHTS:

Index and issues 66
Activity: Monitoring progress on the Convention on the Elimination of All Forms of Discrimination Against Women 68

MEDIA AND COMMUNICATIONS:

Index and issues 72
Activity: Monitoring the media 74

MIGRANTS AND REFUGEES:

Index and issues 78
Activity: Monitoring international actions on behalf of migrant and refugee women 80

PEACE:

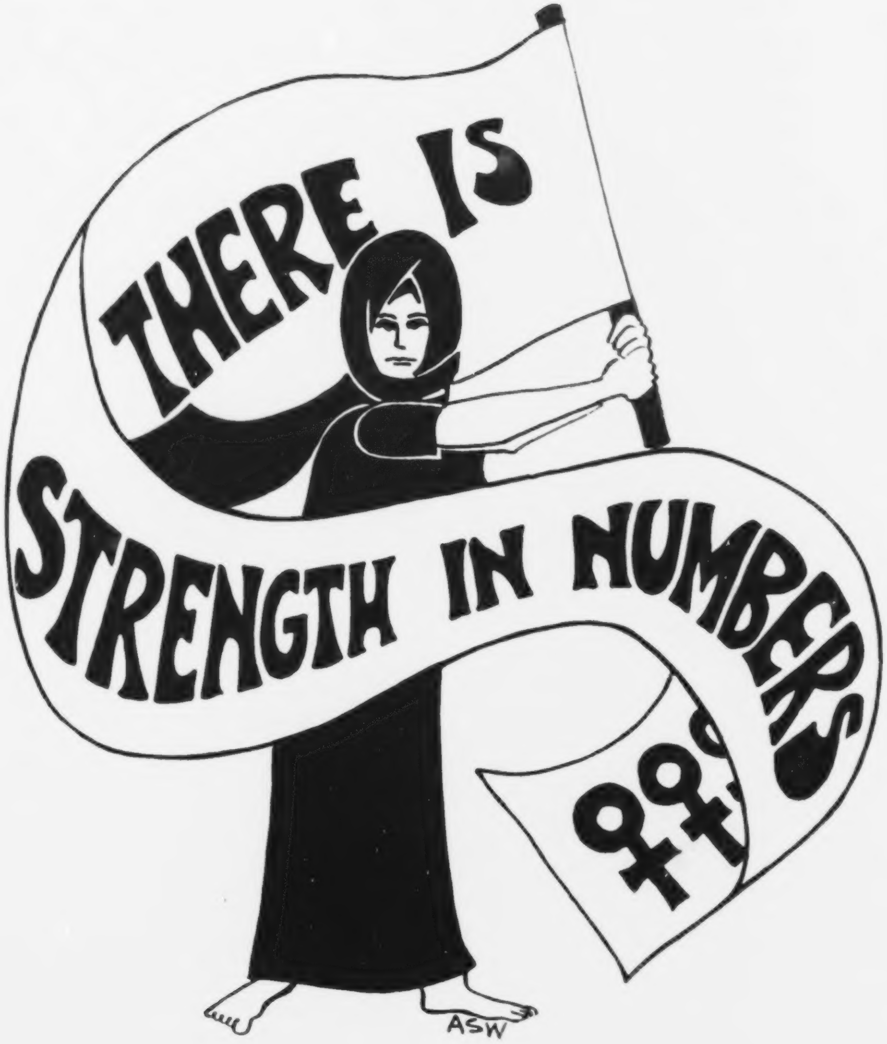
Index and issues 84
Activity: Building peace awareness 86

YOUNG AND OLD WOMEN:

Index and issues 90
Activity: Involving older women in the web of life. 92

Appendices:

A. Index to the FLS document 98
B. Other publications about the FLS 101
C. Other Decade-related documents 103
D. The Commission on the Status of Women 105
E. Stop Press! (Recent news about the FLS document). 110
F. About IWTC 111



As the din of Nairobi dies behind us, can't you hear the fresh clamour? The sound of hammer on metal forging new links, the sound of construction as building blocks fall into place...But the sounds are not all positive. There are murmurs that special emphasis on women and development is no longer necessary; that no specific training or programmes are needed to implement the Forward-Looking Strategies, that the issue is over, the chapter is closed. If the sound of the forge is to drown out that of the insidious murmurs, the next years must be ones of unflagging hard work, of resolve and commitment to maintain political will. (The next years) present our greatest challenge to destiny; they are the gateway to 2000 - a new century, a new world.

Adapted from Link-In, the newsletter of the Women and Development Programme of the Commonwealth Secretariat, UK, No. 3, December 1985.

WHY HAVE A COMMUNITY ACTION GUIDE ?

In general, this action guide has been designed:

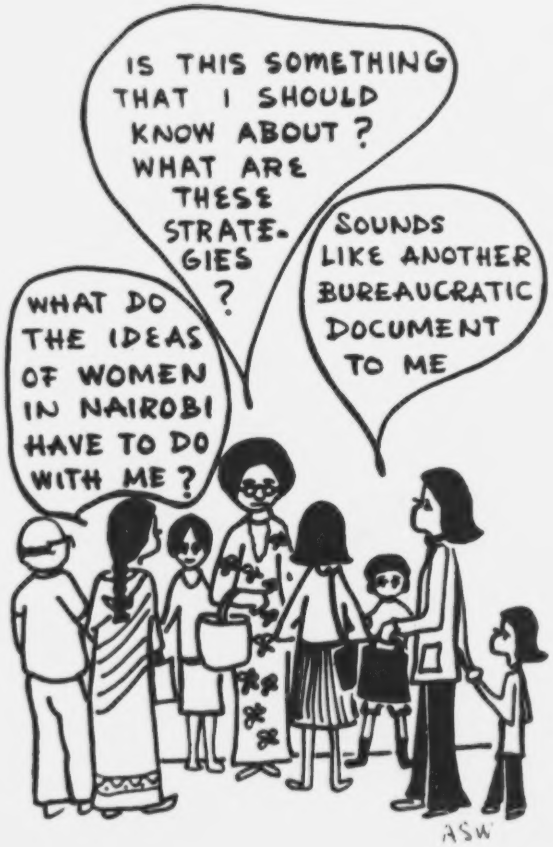
-To increase understanding and awareness of the existence of the Nairobi Forward-Looking Strategies for the Advancement of Women document and to provide suggestions for using this document in an active and activist manner.

-To provide women with enough background on the Forward-Looking Strategies document to help them develop campaigns for pressuring their governments to enforce the recommendations they agreed to in Nairobi.

-To be used, when possible, along with the official document, which contains the exact text of the 372 paragraphs of the Forward-Looking Strategies to which Member States of the United Nations agreed. If you do not already have the official document, it can be ordered in English, French, Spanish or Arabic from: UN Department of Public Information, DPI/DESI, Rm S-1061, United Nations, New York, NY 10017 USA.

If you cannot obtain a copy of the official document, this community action guide can also be used independently, as an introduction to the document and as a source of inspiration for local and national organizing strategies.

NAIROBI FORWARD-LOOKING STRATEGIES


IS THIS SOMETHING THAT I SHOULD KNOW ABOUT? WHAT ARE THESE STRATEGIES?
WHAT DO THE IDEAS OF WOMEN IN NAIROBI HAVE TO DO WITH ME?
SOUNDS LIKE ANOTHER BUREAUCRATIC DOCUMENT TO ME
ASW

The United Nations Decade for Women ended in July 1985 with two world conferences in Nairobi, Kenya, one convened by non-governmental organizations, the other convened by the United Nations for its Member States. And, while a decade of international attention to and acknowledgement of the plight and potential of women worldwide has not resulted in substantial changes in women's economic, political and social conditions, it has had other important results. Women's projects, organizations, campaigns and a wide range of initiatives came about, or were given enormous impetus during those important ten years (1976-1985). In addition, many of our governments made commitments to work to improve women's lives by means of legislative, economic and social reform.

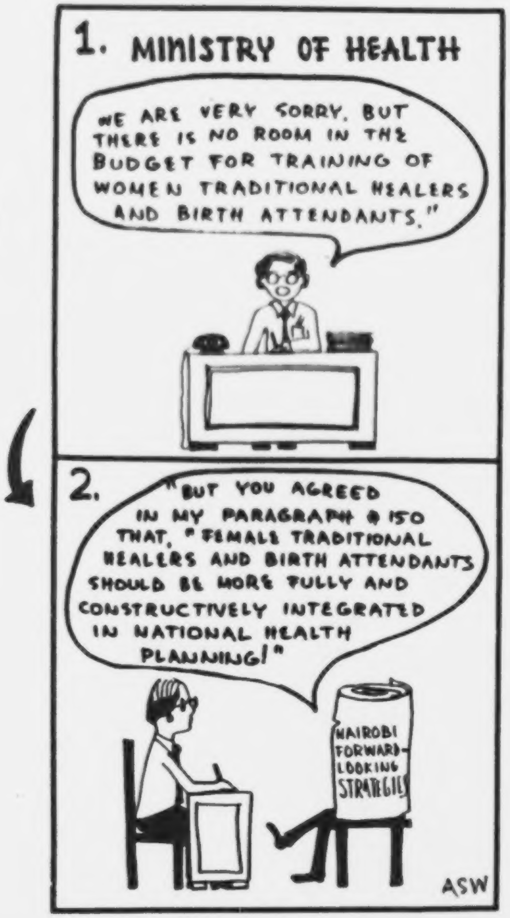
The Nairobi Forward-Looking Strategies for the Advancement of Women (also referred to in this guide as the FLS document), is one of various documents to which governments made a commitment at the World Conference in Kenya (see pages 103/104 for a list of other Decade documents). And while it is a document that resulted from political negotiation and compromise, and one that is written in formal, legislative language, it is nevertheless of great potential use to women and women's groups working for social change worldwide. This IWTC Community Action Guide is an attempt to spread awareness and understanding of the existence of the FLS document, and, hopefully, to encourage its circulation beyond bureaucratic roundtables and into the hands of feminist activist, advocacy, educational and awareness-building groups who can make it come alive!

FOR THE ADVANCEMENT OF WOMEN (FLS)

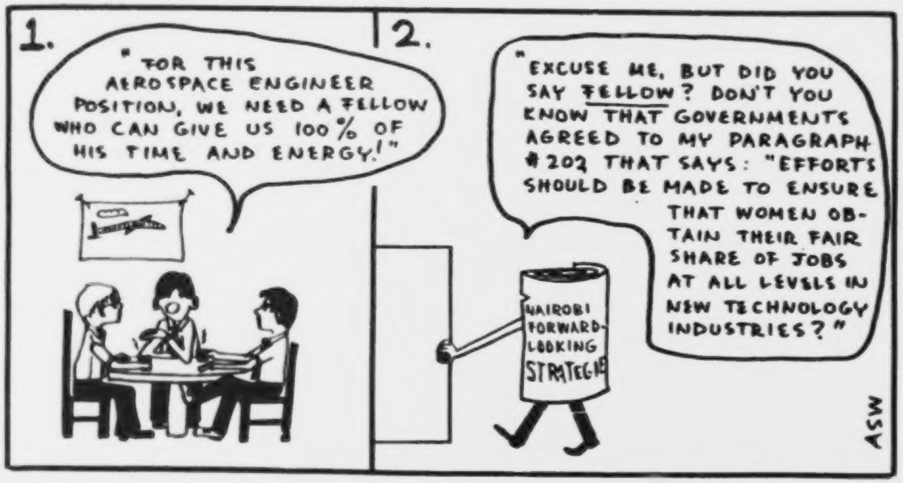
What would happen if the power and authority of the FLS document were in the hands and campaigns of women's activist and advocacy groups worldwide? We can only imagine what might result...

IMAGINE THE FOLLOWING !!

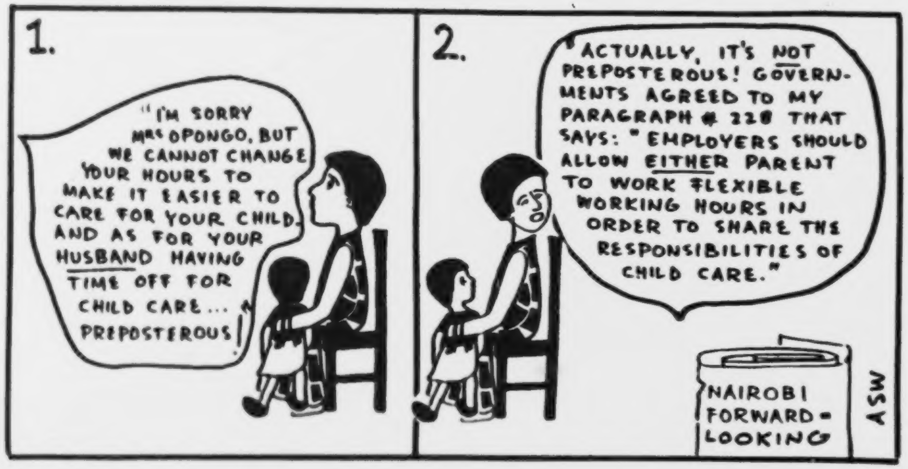
A

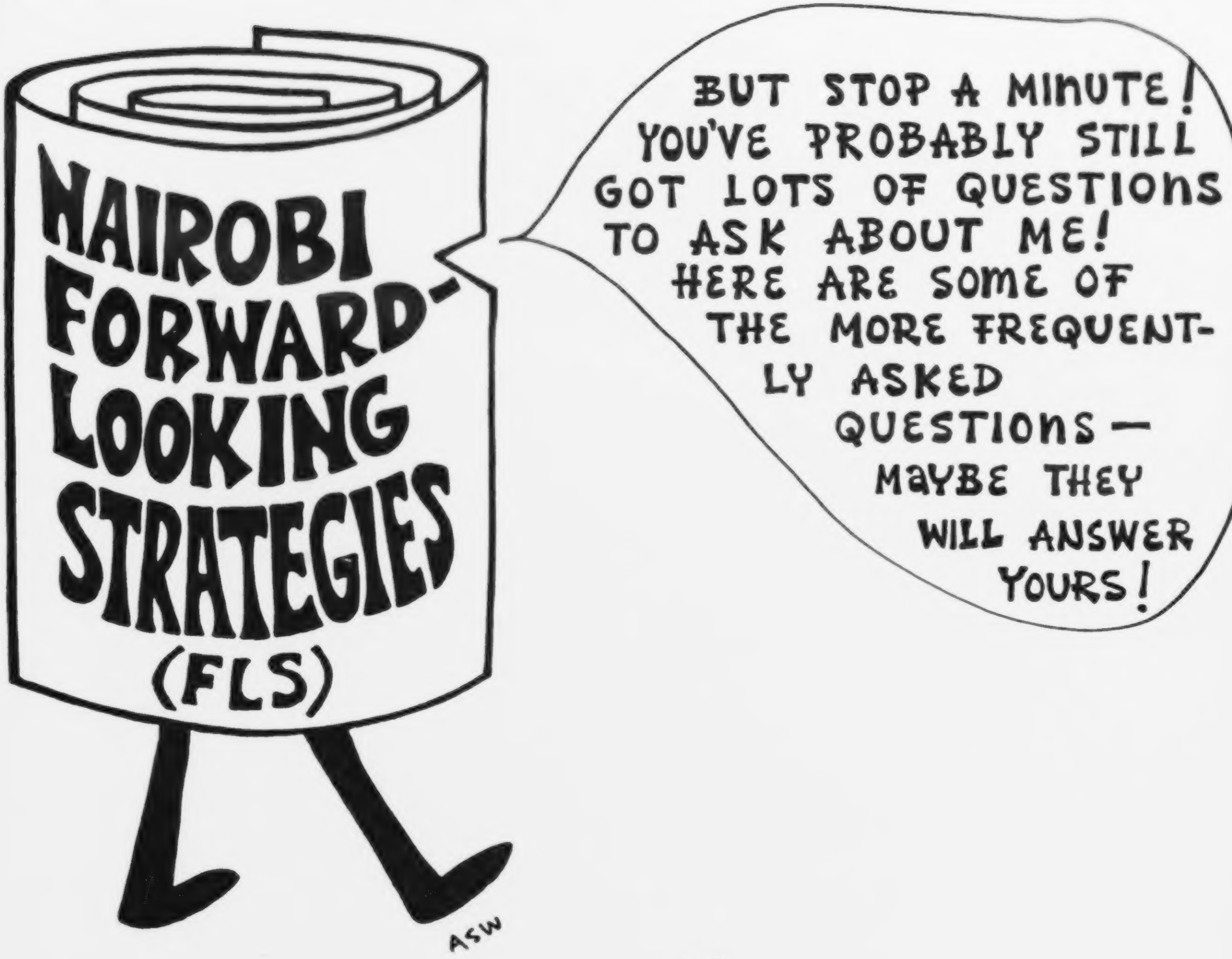

1. MINISTRY OF HEALTH
"WE ARE VERY SORRY, BUT THERE IS NO ROOM IN THE BUDGET FOR TRAINING OF WOMEN TRADITIONAL HEALERS AND BIRTH ATTENDANTS."
2.
"BUT YOU AGREED IN MY PARAGRAPH # 150 THAT, "FEMALE TRADITIONAL HEALERS AND BIRTH ATTENDANTS SHOULD BE MORE FULLY AND CONSTRUCTIVELY INTEGRATED IN NATIONAL HEALTH PLANNING!"
NAIROBI FORWARD-LOOKING STRATEGIES
ASW

B


1.
"FOR THIS AEROSPACE ENGINEER POSITION, WE NEED A FELLOW WHO CAN GIVE US 100% OF HIS TIME AND ENERGY!"
2.
"EXCUSE ME, BUT DID YOU SAY FELLOW? DON'T YOU KNOW THAT GOVERNMENTS AGREED TO MY PARAGRAPH # 202 THAT SAYS: "EFFORTS SHOULD BE MADE TO ENSURE THAT WOMEN OBTAIN THEIR FAIR SHARE OF JOBS AT ALL LEVELS IN NEW TECHNOLOGY INDUSTRIES?"
NAIROBI FORWARD-LOOKING STRATEGIES
ASW

C

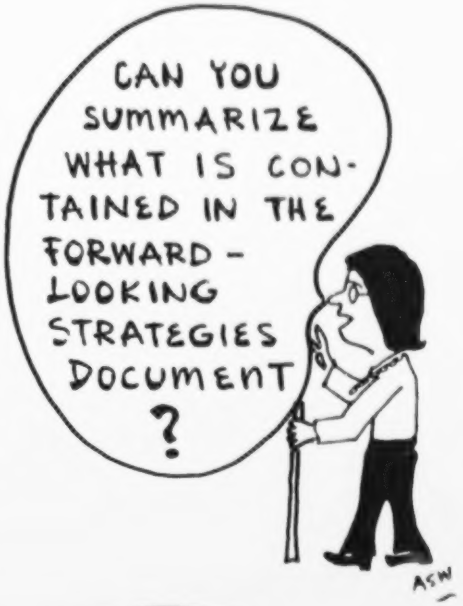

1.
"I'M SORRY MRS OPONGO, BUT WE CANNOT CHANGE YOUR HOURS TO MAKE IT EASIER TO CARE FOR YOUR CHILD. AND AS FOR YOUR HUSBAND HAVING TIME OFF FOR CHILD CARE... PREPOSTEROUS!"
2.
"ACTUALLY, IT'S NOT PREPOSTEROUS! GOVERNMENTS AGREED TO MY PARAGRAPH # 228 THAT SAYS: "EMPLOYERS SHOULD ALLOW EITHER PARENT TO WORK FLEXIBLE WORKING HOURS IN ORDER TO SHARE THE RESPONSIBILITIES OF CHILD CARE."
NAIROBI FORWARD-LOOKING
ASW


NAIROBI FORWARD-LOOKING STRATEGIES (FLS)
BUT STOP A MINUTE! YOU'VE PROBABLY STILL GOT LOTS OF QUESTIONS TO ASK ABOUT ME! HERE ARE SOME OF THE MORE FREQUENTLY ASKED QUESTIONS — MAYBE THEY WILL ANSWER YOURS!
ASW

ANSWERS TO FREQUENT QUESTIONS

The FLS document is intended to provide a blueprint for action to advance the status of women in national and international economic, social, cultural and legal development to the year 2000. The document contains 372 paragraphs divided into 5 sections: Equality, Development, Peace, Areas of Special Concern (such as health, education, employment, etc.), and International and Regional Cooperation. Each section identifies obstacles to progress, basic strategies to overcome obstacles, and specific measures to implement the strategies.

Throughout the FLS document, the full participation and integration of women in all areas of society is stressed. The close relationship between the three goals of the UN Decade for Women (Equality, Development and Peace), is underlined, and emphasis is placed on the achievement of these through specific measures to be taken in all areas, especially employment, health and education (the sub-themes of the Decade for Women).

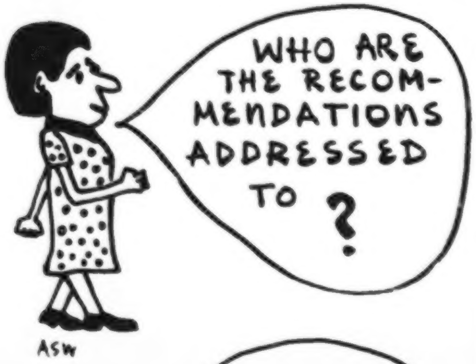

CAN YOU SUMMARIZE WHAT IS CONTAINED IN THE FORWARD-LOOKING STRATEGIES DOCUMENT ?
ASW

The FLS document breaks new ground in calling for strategies that address the impact on women of policies in energy, housing, transportation, access to water, and the environment. It stresses many of the recurring themes of the Decade, including the role of women in the economy, the participation of women in decision-making, and the importance of women in peace activities worldwide.

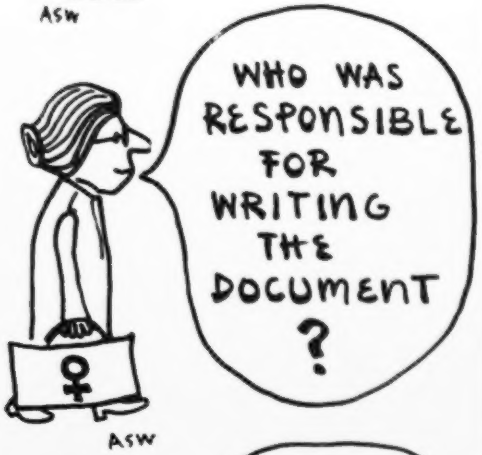
Above all, the FLS document reflects a greater awareness of the ways in which global issues affect women's lives. It returns again and again to questions of 'structural imbalance' in trade, and to the debt crisis, thereby highlighting both the unequal economic relations between countries, and between sexes. In addition, the document incorporates an understanding that economic development does not automatically benefit women and that the absence of war does not guarantee peace for women.

WHAT ARE SOME OF THE EMERGING OR NEW IDEAS DISCUSSED ?
ASW

MORE QUESTIONS. . .

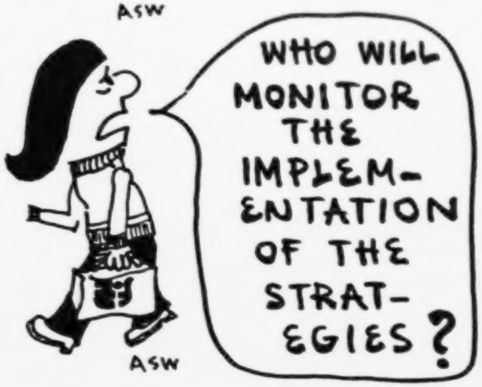

WHO ARE THE RECOMMENDATIONS ADDRESSED TO ?
ASW

The recommendations embedded in the FLS document are addressed primarily to Member States of the United Nations, international institutions and non-governmental organizations. They appeal to all women and men everywhere however, whether or not they belong to a specific group or organization.


WHO WAS RESPONSIBLE FOR WRITING THE DOCUMENT ?
♀
ASW

The first draft of this document was put together by the United Nations Commission on the Status of Women, in collaboration with the UN Branch for the Advancement of Women. A questionnaire was distributed to all Member States in 1983. Governments were asked to respond to questions concerning the situation of women in their countries in such areas as technology, health, education, etc.

At the World Conference, government delegates worked in committees during the first 8 days to review the draft document on a paragraph-by-paragraph basis. During the final two days, the Conference as a whole reviewed each of the committee's reports and all of the 371 paragraphs of the document. The final plenary session, which began at 4:00pm on Friday, 26 July and did not end until 4:40am on 27 July, involved intense negotiations on controversial areas, and the entire document was finally adopted by consensus.


WHO WILL MONITOR THE IMPLEMENTATION OF THE STRATEGIES ?
ASW

The World Conference recommended that: The UN Commission on the Status of Women play a central role in monitoring progress made in the implementation of the resolutions in the FLS document over the next 15 years; Regular statistical reviews be conducted by the UN; At least one World Conference on Women to appraise governments' progress in the implementation of the recommendations be held between 1985 and 2000. As with all international non-treaty agreements, implementation will depend on the will of governments and on the pressure that women exert on governments.

. . . AND MORE

The following components of the FLS document were debated at great length by Conference delegates, with the following results:

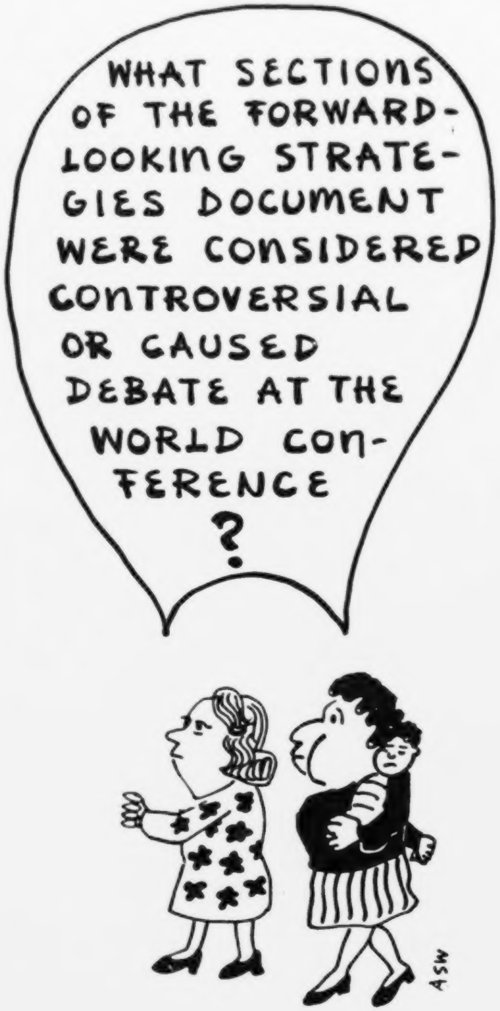
- A paragraph stating that coercive measures that had been adopted by some industrialized countries, such as trade restrictions and economic sanctions, had extremely adverse effects on the development of Third World countries, and therefore had directly affected the integration of women in development, was finally adopted by a vote of 109 in favour, none against and 29 abstentions.

- A draft paragraph that cited zionism along with colonialism, imperialism, apartheid, foreign occupation and hegemony as obstacles to the advancement of women, looked like it would be a stumbling block, until the Conference decided to accept a revision, proposed by Kenya, which referred to "all forms of racism" in place of zionism.

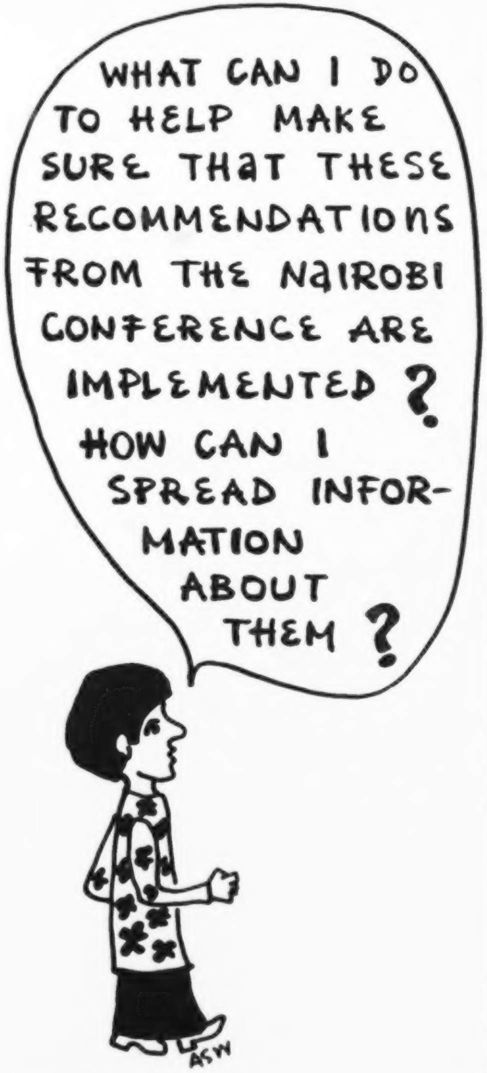
- A paragraph that attributed the unequal position of women to the lack of political will on the part of certain industrialized countries - as indicated by their unwillingness to accept such proposals as the New International Economic Order - was adopted by a vote of 103 in favour, 1 against, and 29 abstentions.

- An 11-part paragraph which called for: (a) assistance to women and children under apartheid; (b) assistance to women's sections of national liberation movements and; (c) sanctions against South Africa, was adopted by a vote of 121 in favour, 1 against and 13 abstentions.

- A two-part paragraph on Palestinian women and children, citing problems of forced dislocation and denial of their rights, and calling for implementation of the UN Programme of Action for the Achievement of Palestinian Rights, was adopted by a vote of 97 in favour, 3 against and 29 abstentions.


WHAT SECTIONS OF THE FORWARD-LOOKING STRATEGIES DOCUMENT WERE CONSIDERED CONTROVERSIAL OR CAUSED DEBATE AT THE WORLD CONFERENCE ?
ASW

ONE FINAL QUESTION. . .


WHAT CAN I DO TO HELP MAKE SURE THAT THESE RECOMMENDATIONS FROM THE NAIROBI CONFERENCE ARE IMPLEMENTED? HOW CAN I SPREAD INFORMATION ABOUT THEM?
ASW

While governments must implement the recommendations, a large part of the task ahead will require that women's organizations and other groups concerned with achieving true equality for women take the responsibility to urge, monitor and lobby their governments to comply with the principles of the FLS.

The following excerpt from Depthnews Women's Feature (September 1986) by Zeenat Hassan provides one example of the way in which one woman in Pakistan is using her political position to "keep Nairobi alive":

> ...After presenting their formal report to the Prime Minister, official delegates from Pakistan to the Nairobi conference (Kenya, 1985) seem to have called it a day. That is, except for Ms. Sabheea Hafeez, research director of the Women's Division which was created in 1979 to look into concerns of Pakistani women.
>
> 'Since Nairobi, we have initiated three things: lifting of the relevant paragraphs (of the Forward-Looking Strategies document) for the concerned ministries to take immediate action; networking of NGOs, parliamentarians, experts and academics; and pooling of research on women within a policy context,' said Ms. Hafeez.
>
> 'We have asked the ministries to tell us how to integrate these (Forward-Looking) strategies into the ongoing Sixth Five-Year Plan and whether they can fit in the priorities laid out in the Plan,' she said. Pinning high hopes on replies from the ministries, Ms. Hafeez plans to prepare a working paper based on the replies, to be forwarded to the Prime Minister for the implementation of the Forward-Looking Strategies.

SOME IDEAS FOR USING THE FLS

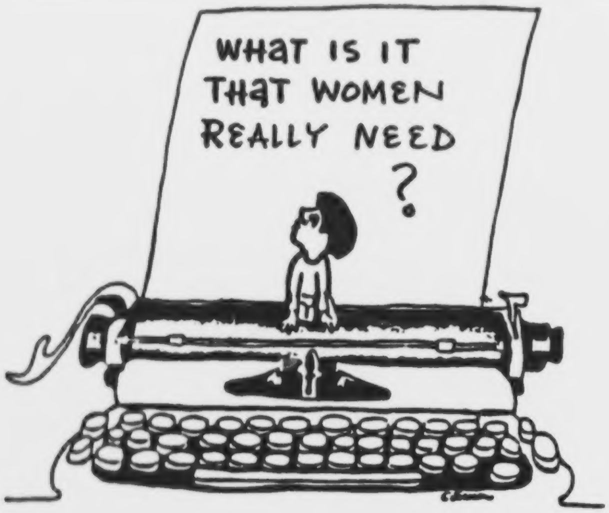
Getting Ready To Lead The Way

1. Order the complete, official version of the FLS document. This can be requested in English, Spanish, French or Arabic from your nearest UN Information Centre or from: United Nations Department of Public Information, DESI/DPI, Rm S-1061, Secretariat Building, New York, NY 10017, USA. In fact, you might ask to have numerous copies and distribute them amongst women's groups throughout your community or country.

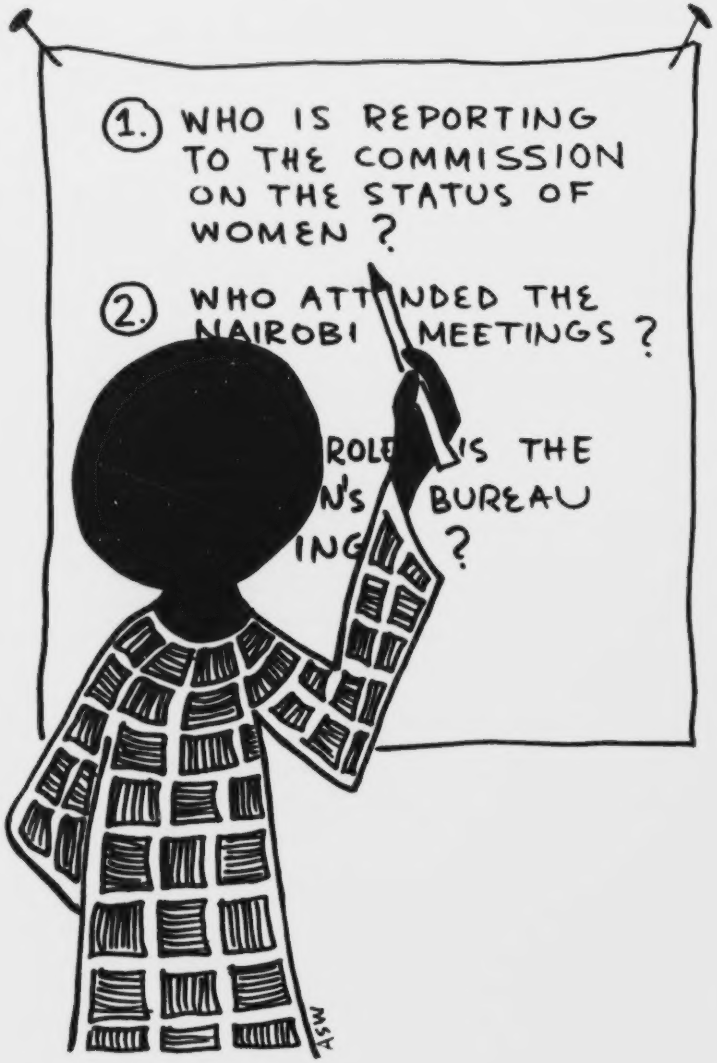
2. Find out about and order other materials that have been written about the FLS document. There are a variety of publications on the FLS document, some of which provide summaries, while others highlight sections, and still others describe actions that UN agencies are taking to implement the strategies. Having these at your disposal may provide you with different ideas. See pages 101/102 of this book for information about some of these publications.

3. Find the facts about women in your country or community.

If you are to develop campaigns to pressure your government to adhere to the principles of the FLS document, it would be good to have statistical proof and other data about the inequities women face. Identify which ministries, research centres, journals, university departments, etc., have investigated these situations and begin to compile your own bank of statistics. For small communities, you could probably undertake simple investigations and surveys on your own.



MORE IDEAS FOR USING THE FLS


① WHO IS REPORTING TO THE COMMISSION ON THE STATUS OF WOMEN ?
② WHO ATT NDED THE NAIROBI MEETINGS ?
ROLE IS THE
N'S BUREAU
ING ?
ASW

4.

Investigate your country's position vis a vis the recommendations contained in the FLS document.

If your country is a Member State of the United Nations (which most countries of the world are), it has an obligation to fulfill the recommendations of the Forward-Looking Strategies document. Can you find out:

-Who, within your government, is responsible for reporting to the Commission on the Status of Women on progress made in implementing the FLS?

-Who attended the Nairobi meetings?

-What role is the women's bureau (if your country has a women's bureau or ministry) playing in regard to the Forward-Looking Strategies?

Keep notes about different pressure points and persons of influence within the governmental structure who can be tapped once you have started to act.

MORE IDEAS. . .

Taking Action

1. Organize a series of sessions or study groups on understanding and using the FLS.

The FLS document covers hundreds of areas of interest to women. Whether your primary area of concern is health, employment, credit programs, legal equity or some other issue, the FLS document probably contains one or more recommendations pertinent to your work. Bringing a group together to review the FLS and to select which of these international recommendations they want to use is a starting point for incorporating the FLS into your own campaigns.

2. Organize FLS action groups.

Once you are familiar with the FLS document, you might want to choose those recommendations which are closest to your own concerns and investigate and think of ways of using the FLS document to press for change. For instance, if you are working with women's agricultural projects, and the lack of rights to land ownership is an obstacle, you may want to take action. Now may be the time to meet with lawmakers and policymakers and point out Paragraph #182 of the FLS document, which says, "Women should be given full and effective rights to land ownership, registration of land titles and allocation of tenancies ..."

Anne S. Walker

MORE IDEAS. . .

3.

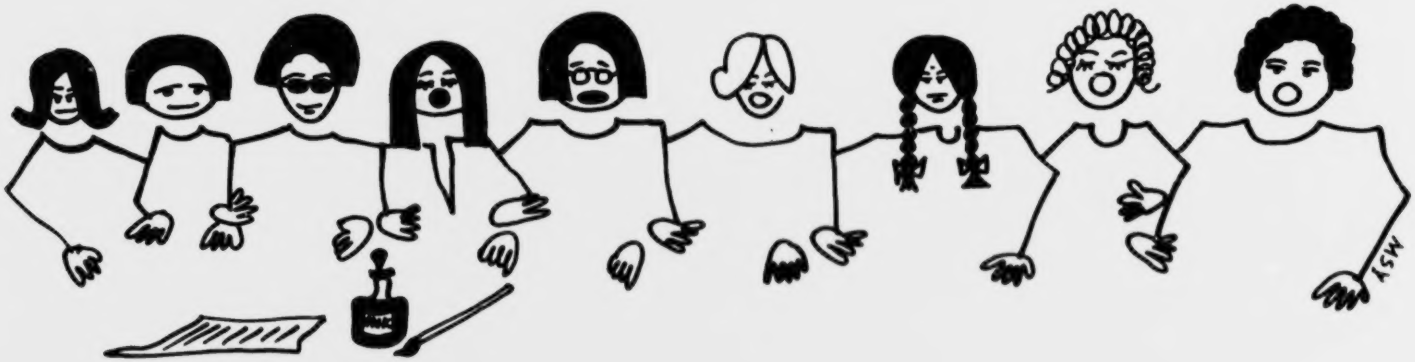
Incorporate statements from the FLS document into your own materials.

For instance, if you are writing a proposal asking your government to support a women's health centre, you can include a statement from the health section of the FLS document as part of your argument or rationale. For instance, Paragraph #230 of the FLS document clearly states, "Public expenditure directed towards health, education and training and towards providing health-care and child-care for women should be increased." You can make a case for the fact that support for the health centre you are proposing is one way that the government can fulfill its pledge to carrying out the ideas in the FLS document.

4.

Use the FLS document in your work with women's groups and communities.

The activities suggested in this book are meant to stimulate your thoughts about collective action and the ability to use international recommendations to strengthen local campaigns. Making women who are already involved in activist or educational campaigns related to women's rights at the local or national level aware of the existence of these international recommendations may be an important step toward building coalitions and working together to pressure decision-makers.



. . .AND MORE IDEAS

Getting The Word Out . . .

1. Use mainstream and alternative media.

A sympathetic person involved in the mass media or in alternative media - whether in newspapers, radio, poster-making, puppet shows, popular theatre, etc. - might find something newsworthy in the information you have collected on the FLS and publicize it in popular form so that more people become aware of the existence of the FLS. Work with them to highlight the sections that could be most important to women in your own country and what is being done (or not being done) by your government.

2. Create your own alternative media.

Why not consider producing a series of postcards, posters, flyers or other hand-outs that illustrate different sections or statements from the FLS document? If these can be distributed at markets, stores, fairs and other public places, they may stimulate interest in and action around the recommendations of the FLS.

3. Reach out to your allies.

The FLS document will have to be embraced by a large community if its recommendations are to have profound effects. In addition to women's groups, perhaps you should reach out to: trade unions, other development and social service organizations, formal and informal educational institutions, research institutes, church groups, and many others. Tell them about the ways in which you are working to ensure that your government complies with its commitment to the FLS document. Ask them to join you in exerting pressure around specific areas of concern.

AN EXAMPLE OF A GROUP TAKING ACTION

CANADA

WOMEN PREPARE LOCAL "FORWARD-LOOKING STRATEGIES"

DECEMBER 1985: NANAIMO, B.C.

An intrepid group of women in Nanaimo have embarked on an examination of local concerns for women with the hope of producing their own forward-looking strategies at the community level.

A special committee has been created to research "every category of life and social conditions in Nanaimo, including health, education, employment, multiculturalism, violence and political activism," says Kim Goldberg. She is a member of Women in Dialogue, a coalition of Nanaimo women who are interested in reviewing the UN Decade for Women and relating it to the status of women in Nanaimo. One of its first projects is to stage a public dialogue on March 8, 1986 to discuss what are the forward-looking issues for women in Nanaimo.

WORLD CONFERENCE HELD IN 1985

The decision to prepare local forward-looking strategies arose from the United Nations World Conference marking the end of the Decade for Women held in Nairobi, Kenya in July 1985. The conference produced a document called, "The Nairobi Forward-Looking Strategies for the Advancement of Women (FLS)," which contained hundreds of resolutions and recommendations that received global endorsement. Some of the issues covered in the FLS document, such as 'women and children under apartheid' or 'Palestinian women and children,' are obviously not as pertinent in Nanaimo as 'urban poor women' or 'women who are sole supporters of familes,' but the document outlines concerns shared by nearly all women and provides a good foundation for this local effort.

The public dialogue in Nanaimo will include discussions of the FLS document from a local perspective and workshops focusing on specific issues. There will be readings, exhibitions and cultural events. Child care will be available.

The day's events will be video-taped and used as a model for other communities interested in responding in their own way to the Forward-Looking Strategies.

Marjorie Stewart, another member of Women in Dialogue, says it's important for women in Nanaimo to discuss the FLS document to see how its resolutions affect women locally. She commented, "There are not many people around these days who don't recognize the fact that our roles are changing."

Contact: Women in Dialogue, Rm 218, 285 Prideaux Street, Nanaimo, British Columbia V9R 2N2, Canada.

(Excerpts from articles published in Nanaimo Daily Free Press, Dec. 11, 1985, and The Times, (Nanaimo), Feb. 4, 1986)

SELECTED THEMES AND ACTIVITIES IN THIS GUIDE

The chart below shows which selected themes from the Forward-Looking Strategies are presented in this community action guide. It also shows (at the top) what kinds of activities have been suggested for each theme. Keep in mind, the activities suggested for each theme are interchangeable. For instance, you can take the idea of preparing a factsheet from the health section and use the same technique for employment by preparing an employment factsheet, if this is more appropriate for you.

ACTIVITIES TO USE WITH FLS THEMES

SELECTED FLS THEMES	LEARNING FROM OTHERS: CASE STUDIES	ENVISIONING THE FUTURE THROUGH PARTICIPATORY TRAINING	WHERE DO YOU STAND: QUESTIONNAIRES	GATHERING AND PUBLICIZING THE FACTS	MONITORING EXISTING EFFORTS	INFLUENCING POLICY- AND DECISION-MAKERS	TAKING ACTION AS ADVOCATES
Decision-making	X						
Education and training		X					
Employment			X				
Energy/environment		X				X	X
Exploitation of women			X				
Food, water and agriculture		X					
Health				X			
Housing and transport							X
Legal rights				X		X	
Media and communications	X				X		
Migrants and refugees					X	X	
Peace as a woman's issue			X				
Young and old women		X					

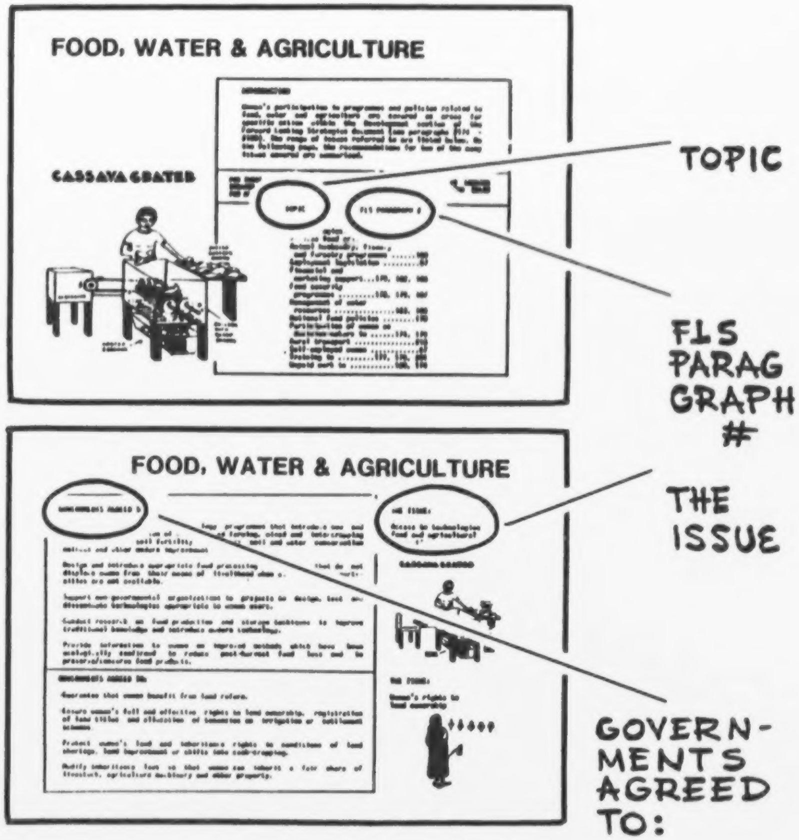
INTRODUCTION TO THE FOLLOWING SECTION ON

The 372 paragraphs of the FLS document cover hundreds of issues important to women's lives. We have selected thirteen subject areas from amongst the hundreds to use as examples of the ways in which you can work with the FLS document.

ON PAGES 20 - 95, YOU WILL FIND SUBJECT AREA MODULES, EACH CONTAINING:

1. An introduction to the subject area and a list of the paragraphs within the FLS document that relate to that subject area.

2. A summary of FLS recommendations pertinent to two specific issues within that subject area. (These are paraphrased. For official wording, consult the original document.)



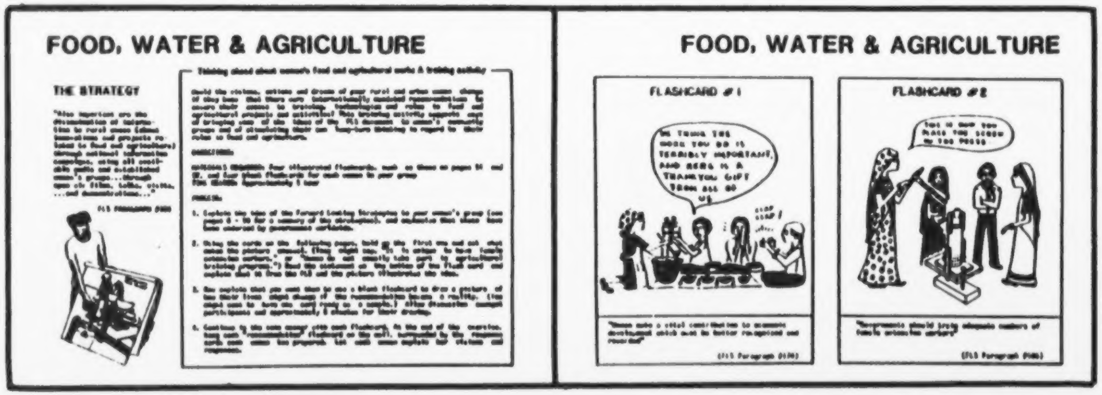
FOOD, WATER & AGRICULTURE

CASSAVA GRATER

FOOD, WATER & AGRICULTURE

SELECTED SUBJECT AREAS OF THE FLS DOCUMENT

3. Ideas for a local or national-level activity that you might want to undertake as a means of making the FLS document come alive to groups of women and other community members.



FOOD, WATER & AGRICULTURE

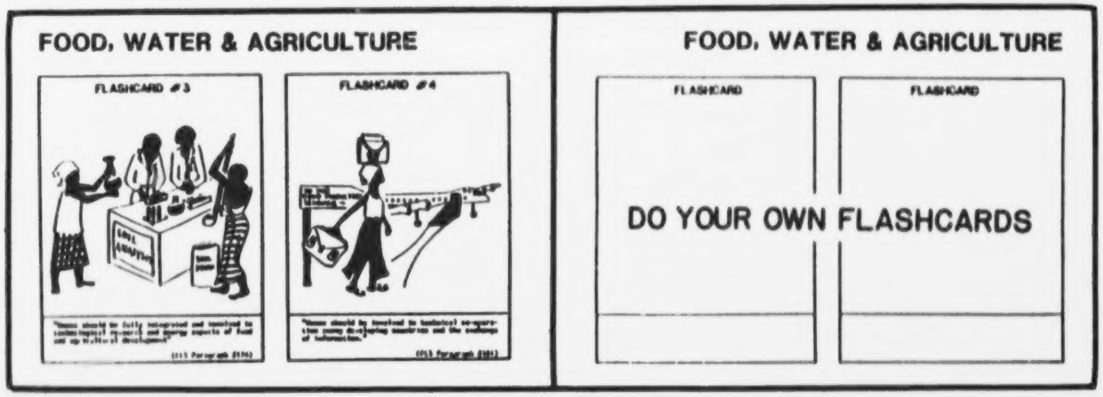
THE STRATEGY

FOOD, WATER & AGRICULTURE

FLASHCARD #1

FLASHCARD #2

Activity pages
1 and 2



FOOD, WATER & AGRICULTURE

FLASHCARD #3

FLASHCARD #4

FOOD, WATER & AGRICULTURE

FLASHCARD

FLASHCARD

DO YOUR OWN FLASHCARDS

Activity pages
3 and 4

We hope you will experiment with the activities on the following pages in your own groups and organizations. Feel free to change and adapt as you see appropriate. For instance, whereas we suggested a monitoring activity for the Media section (pages 72-77), you might find the activity more useful in your campaign against pornography. OR, while we included a participatory training activity in the Food/Agriculture section (pages 48-53), you might use the same technique for work in literacy training.

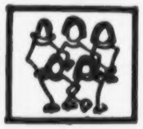
BEST COPY AVAILABLE

KEY TO SYMBOLS BESIDE EACH ACTIVITY SECTION

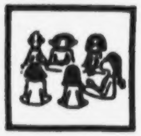
DESIGNED FOR INDIVIDUAL USE =

DESIGNED FOR USE BY PROGRAMME PLANNERS =

DESIGNED FOR USE BY WOMEN'S GROUPS =



DESIGNED FOR USE BY COMMUNITY GROUPS =



DESIGNED FOR USE BY GROUPS WITH MINIMAL READING SKILLS =

SELECTED SUBJECT AREAS

DECISION-MAKING: Index and issues.......... 20
Activity: Creating opportunities for women to become decision-makers.......... 22

EDUCATION AND TRAINING: Index and issues.......... 24
Activity: Talking about the need for non-sexist training materials.......... 26

EMPLOYMENT: Index and issues.......... 30
Activity: Eliminating wage differences between men and women.......... 32

ENERGY AND ENVIRONMENT: Index and issues.......... 36
Activity: Re-evaluating women's contributions to energy and environment.......... 38

EXPLOITATION OF WOMEN: Index and issues.......... 42
Activity: Changing how people think about violence against women 44

FOOD, WATER AND AGRICULTURE: Index and issues.......... 48
Activity: Thinking ahead about women's food and agricultural work.......... 50

HEALTH: Index and issues.......... 54
Activity: Influencing health policy by disseminating health facts.......... 56

HOUSING AND TRANSPORT: Index and issues.......... 60
Activity: Involving women in planning their own communities.......... 62

LEGAL RIGHTS: Index and issues.......... 66
Activity: Monitoring progress on the Convention on the Elimination of All Forms of Discrimination Against Women.......... 68

MEDIA AND COMMUNICATIONS: Index and issues.......... 72
Activity: Monitoring the media.......... 74

MIGRANTS AND REFUGEES: Index and issues.......... 78
Activity: Monitoring international actions on behalf of migrant and refugee women.......... 80

PEACE: Index and issues.......... 84
Activity: Building peace awareness.......... 86

YOUNG AND OLD WOMEN: Index and issues.......... 92
Activity: Involving older women in the web of life.......... 94

DECISION-MAKING

MINISTRY OF FOREIGN AFFAIRS
ASW

INTRODUCTION

Women's participation as decision-makers, managers and planners in all parts of local, national and international life is referred to in various sections throughout the Forward - Looking Strategies document. The sections summarized here are taken primarily from "Equality in political participation and decision-making" (Paragraphs 86 - 92) and "Participation of women in activities at the international and regional levels and in decision-making" (Paragraphs 356 - 365).

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD - LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON WOMEN IN DECISION-MAKING AND PLANNING

TOPIC	FLS PARAGRAPH #
Appointments to government positions	79, 87, 88, 267
Constitutional guarantees	91
Decision-makers in:	
-communications	206, 207
-development planning	111
-educational policy	163
-energy-related issues	223
-health programmes	149
-industry	190
-media policy	85
-peace issues	234, 253, 266, 269, 270, 313
-political parties	91
-science and technology	200
-trade unions	91

TOPIC	FLS PARAGRAPH #
Equal participation with men	79, 117
Networking between women decision-makers	360
Participation in:	
-decision-making	32, 107
-international and regional meetings	359
-management	87, 183, 188
-policy-making	88, 92, 107
-United Nations	356, 358
Political education and participation	90, 111
Responsibility of women in leadership positions	91
Training for participation in management	116, 169

DECISION-MAKING

GOVERNMENTS AGREED TO:

-Achieve equity in the appointment, election and promotion of women to high posts in executive, legislative and judiciary branches.

-Establish special offices - preferably headed by women - to monitor and accelerate the process of equitable representation of women in politics.

-Publicize availability of decision- and policy-making posts more widely.

-Compile reports on the numbers of women in public service.

-Promote awareness of women's political rights through formal and non-formal education, NGOs, trade unions, media and business organizations.

-Create institutional procedures that assist the most vulnerable, least privileged and most oppressed groups of women to participate actively in all forms of policy formulation, monitoring, review and appraisal.

THE ISSUE:

Increasing the number of women decision-makers in political life

GOVERNMENTS AGREED TO:

-Strengthen training programmes and fellowships for women particularly in the fields of economic planning, public administration, business management and accounting, and farming and labour relations, and in scientific, engineering and technical fields.

-Organize training programmes for and consultations between women already engaged in political life.

-Organize regular training programmes to improve women's managerial skills as employees or when self-employed.

-Provide incentives and counselling services to encourage girls to study managerial subjects and to prepare them to undertake management and leadership roles in traditional and non-traditional fields.

THE ISSUE:

Training opportunities to prepare women for decison-making and management roles

MINISTRY OF
FOREIGN AFFAIRS

DECISION-MAKING

THE STRATEGY

"Women should be encouraged and motivated and should help each other to exercise their right to vote and to be elected and to participate in the political process at all levels on equal terms with men."

FLS Paragraph #90

Creating opportunities for women to become decision makers

The resistance that those who currently hold power have to increasing opportunities for women to enter into decision-making positions is a very real obstacle to carrying out the FLS document's recommendations. The story on the following page describes the situation that women in one Latin American country faced when they began to acquire political power as a result of their participation in a development project. It can be used to stimulate discussion amongst your own group about obstacles to their participation in the management of their own communities, and to encourage them to develop strategies for achieving increased political and decision-making power.

DIRECTIONS:

MATERIALS REQUIRED: Case study on following page.
TIME NEEDED: Approximately 1 hour

PROCESS:

1. Call together a group of women in the community. It is preferable if the group is already formed into some loosely-knit association or works collectively on some issue or idea. Explain that you want to talk about obstacles to their participation in decision-making, management and politics.

2. Read the story on the following page of the women from Latin America, making sure that you read slowly and encourage them to ask questions or to stop you if there is something that they do not understand.

3. After finishing the story, pose some of the following questions: a) Could this happen or has something similar ever happened in our own community? b) What do you think the women could have done to prevent the men from assuming all the decision-making roles? c) Why is it important for women to become involved in politics and decision-making? d) How many women can you think of or do you know that have become involved in decision and policy-making? What did they have to do to achieve their positions? etc. (Before starting this exercise, you should make up a list of questions similar to those above and have these ready to guide the conversation.)

DECISION-MAKING

A CASE STUDY

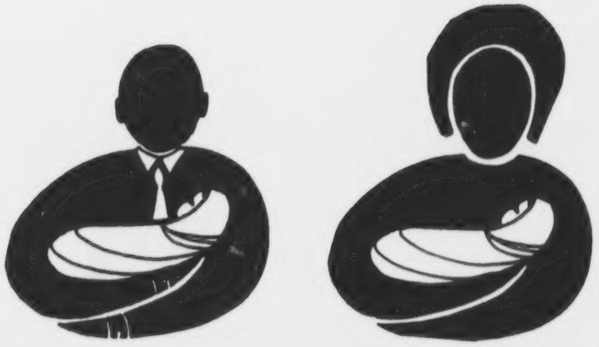
Women organizing to build a power base

In one Latin American country, a rural development programme was initiated to provide free building materials and technical expertise to local communities to construct schools and water wells in exchange for free labour. When the programme was explained to the residents, the men took little interest, while the women decided to organize themselves to undertake the projects. The community construction projects were successful and earned the women's group the respect of the community as the benefits of their work became widely used. In addition to acquiring new technical skills, the women also learned organizing techniques, gained self-confidence and became more articulate and assertive in community affairs.

No problems occurred until the time came to hold local elections and three of the women from the group made it known that they wished to run for office. When the local leaders (male) realized that the women were being seriously considered as candidates as a result of their community efforts and the power base they had developed, they successfully blocked the women's efforts to run for office. Soon after, the men became actively involved in the construction projects and began assuming more of a voice in how the group operated. The community development construction projects are now "integrated" efforts, but the men hold all the decision-making positions. The women would like to have more say in the management and implementation of the projects.

Anne S. Walker

EDUCATION & TRAINING



Non-sexist training materials

INTRODUCTION

Although recommendations related to education for women are set out as an area for specific action under the general theme of Development, there are references to the need for formal and non-formal education and training in almost every section of the FLS document. The issues and recommendations on the following page are drawn primarily from the Education section (paragraphs #163 - #173).

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD - LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON EDUCATION AND TRAINING

TOPIC	FLS PARAGRAPH #
Absenteeism/drop-outs	165
Curriculum development	167
Education and training for:	
Energy-related fields	223
Extension workers	186
Leadership	179
Peace	272 - 276
Policy-making	190
Small enterprise	196, 198
Young women	141
Elimination of stereotypes in educational materials	83, 167
Employment re-entry programmes	136, 144
Enrolment of women	207
Fellowships/scholarships	166, 336

TOPIC	FLS PARAGRAPH #
Gender equity in education	81, 83, 173
Health education	150
Judiciary training	75
Literacy	164, 165
National education policy	163
Non-formal/adult education	165, 256
Staff training in international agencies	325
Training materials	167, 196
Training programmes	116, 336
Vocational training/workers education	170, 171
Women's studies	168

EDUCATION & TRAINING

THE ISSUE:

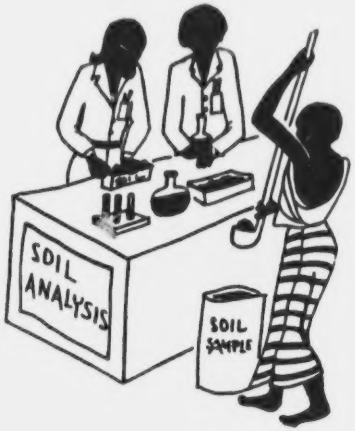
The need for non-sexist training materials

GOVERNMENTS AGREED TO:

- -Encourage public and private schools to examine educational materials and textbooks to eliminate incidents of discriminatory gender stereotyping.
- -Ensure that textbooks and other teaching materials are continuously evaluated, updated and redesigned to reflect positive, dynamic and participatory images of women and that they present men actively involved in all aspects of family responsibilities.
- -Promote expanded curricula that include studies on women's contributions to all aspects of development.

THE ISSUE:

Training for women in non-traditional and/ or income-producing occupations

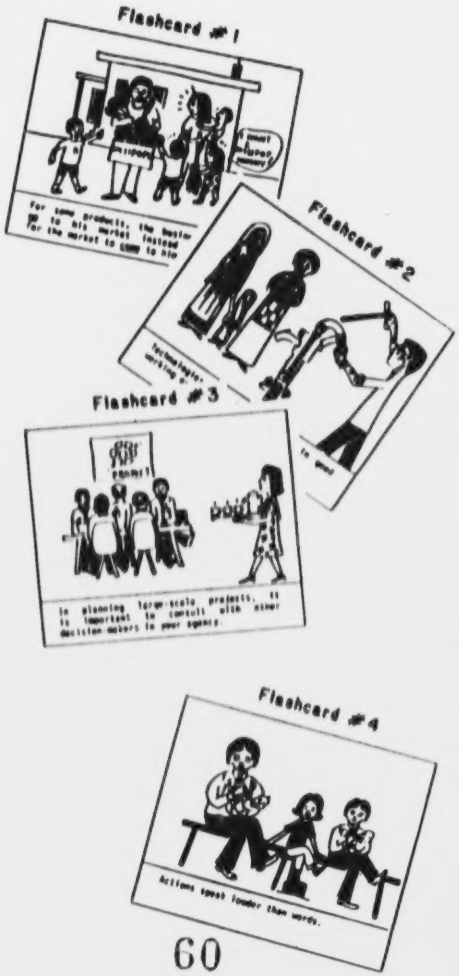


GOVERNMENTS AGREED TO:

- -Develop and strengthen measures to ensure that women have an equal opportunity to apply their education in a work or a career context.
- -Take steps to diversify women's vocational education and training so that they have opportunities in occupations that are non-traditional and important to development.
- -Encourage existing vocational training centres to enroll girls and women instead of continuing a segregated training system.
- -Create a fully integrated system of training, having direct linkages with employment needs, future employment and development trends.
- -Promote functional literacy programmes with a special emphasis on viable economic skills and opportunities.
- -Support the United Nations in strengthening training programmes for women in developing countries, particularly in the fields of economic planning, public administration, business management, farming and labour relations, and in scientific, engineering and technical fields.

EDUCATION & TRAINING

THE STRATEGY


Flashcard #1
For some products, the busin
go to his market instead
for the market to come to him
Flashcard #2
Flashcard #3
In planning large-scale projects, it is important to consult with other decision-makers in your agency.
Flashcard #4
Actions speak louder than words.

Talking about the need for non-sexist training materials

The FLS document contains various recommendations related to the importance of revising training and educational materials to reflect more diverse and positive images of women's roles, responsibilities and capabilities. This exercise suggests ways of raising issues about the importance of non-sexist training materials and offers several ideas that groups may wish to consider in addressing this issue.

DIRECTIONS:

MATERIALS REQUIRED: -Sets of 4 flashcards for each of the small groups into which participants will be divided. (You can enlarge and make copies of the cards on page 29 or create your own.)
-Large sheet of paper for writing down ideas

TIME NEEDED: 2 hours. (Because this is a long exercise, you might want to do Part I and then take a break before continuing with Part II.)

PROCESS:

Part I:

Tell the whole group that you want to explore how the types of training materials used in schools and workshops affect the way women and girls think about their own capabilities and life choices. Illustrate your point by showing an illustration from a training material (possibly one of the flashcards) and explain how what is portrayed promotes negative and/or limiting images of women. Have a discussion about the example you are using.

Divide participants into groups of 3 people each. Give one person in each group a set of flashcards. Ask each group to select a person to serve as their "group recorder."

EDUCATION & TRAINING

Explain that the task of each group is to look at the flashcards and to analyze what each picture communicates about roles, skills and options for men and women. In particular, the group should try to respond to the following questions for each flashcard:

- -What might students using this type of material learn to think about roles that women undertake and roles that men undertake?
- -What might students using this type of material learn to think about ways in which women can or should contribute to national development?
- -What might students using this type of material learn to think about equality between men and women?

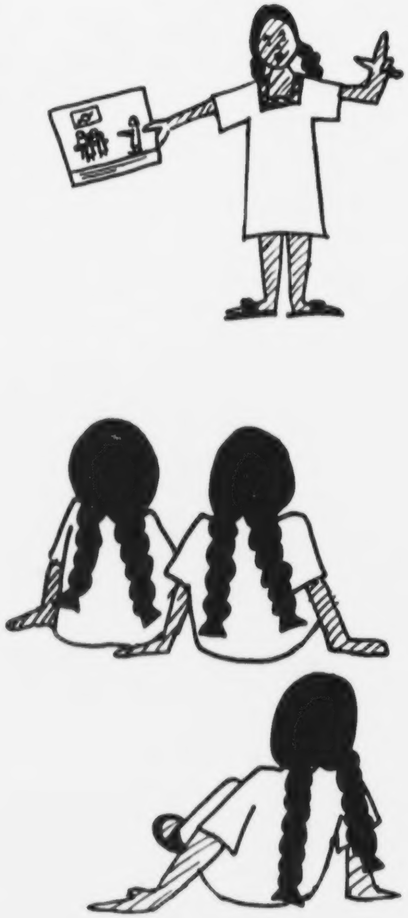
After each group has finished, call the whole group together again. Hold up the first flashcard and ask each recorder to read off what the group's comments were. Write these down. Do so for each flashcard. Allow 5 - 10 minutes for discussion. (Refer to 'Some points to bring out about each flashcard,' on page 28 for some beginning ideas on issues that should be discussed.)

Part II:

Briefly introduce the idea of the Forward-Looking Strategies (see summary of FLS document on pages 7 - 9, in this book), and explain that the document contains a section with recommendations on the need for training materials that portray women and men in new roles. Explain that, in particular, the FLS document says that:

- -Teaching materials should reflect equality between the sexes
- -Teaching materials should show men actively involved in all aspects of family responsibility
- -Teaching materials that include negative or discriminatory images of women or that promote stereotypes should be removed from educational and training curricula.

Ask participants to think about these recommendations and to think about the flashcards used during the exercise. Ask them to comment upon whether any of the materials used in the group activity fulfilled any of the FLS recommendations.



From The Tribune #25/Betsy Howard

EDUCATION & TRAINING

When you feel that you and your group have sufficiently analyzed the importance of training and teaching materials in promoting equality, you might want to talk about some ideas for follow-up projects. For instance:

-Your group may wish to investigate the types of training materials being used in adult education courses in your community or country. You can analyze these and examine whether the FLS guidelines are being followed.

-If there is a need for revision, arrange a meeting with people from teacher training colleges in your country. Try to find out if there are any projects underway to develop non-sexist teaching materials. If not, a recommendation to start such a project could be put forward.

-Your group might talk to extension agents working in the fields of agriculture, health, family planning, etc., about the types of training materials that they use. If they agree that the materials they are using are promoting gender biases, perhaps your group could work with them to develop or identify non-sexist materials.

-Several group members could bring the textbooks that their children use in school to one of your meetings for your group to review. If negative/discriminatory images of women or stereotypes are found, perhaps a meeting could be scheduled with teachers and school administrators.

Some points to bring out about each flashcard:

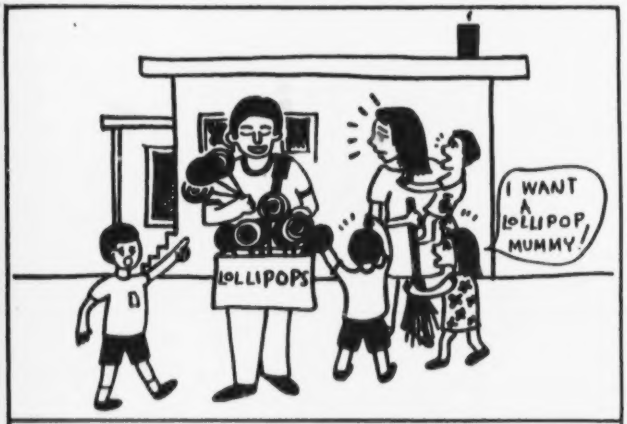
Flashcard #1:
-Perpetuates idea that men do business while women are consumers. The man is dressed in suit and looks cool and collected. The woman is overloaded and looks tired. Caption suggests that all those who do business are men.

Flashcard #2:
-Conveys the image that only men can repair technical equipment, and that women are passive when faced with technologies that do not function.

Flashcard #3:
-Supports the view that men are the decision-makers and the only role that women play is in serving them.

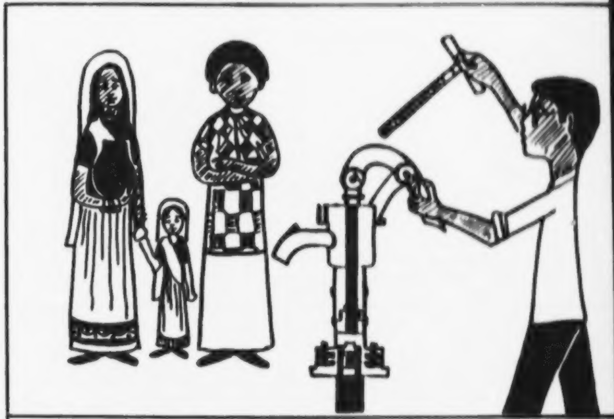
Flashcard #4:
-Promotes the idea that men need to take part in child rearing. Also makes the point that male children will learn by their fathers' example.

Flashcard #1


I WANT A LOLLIPOP, MUMMY!
LOLLIPOPS

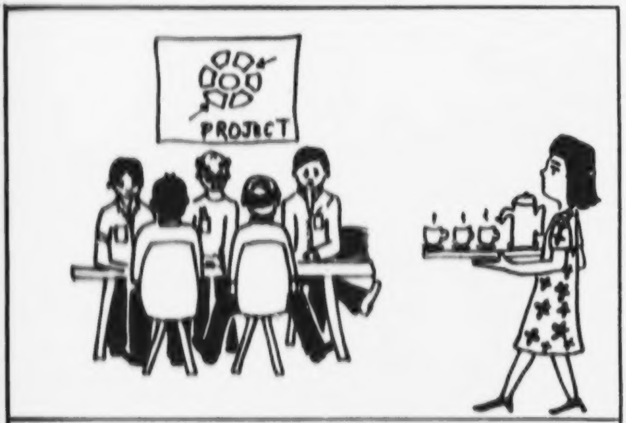
For some products, the businessman must go to his market instead of waiting for the market to come to him.

Flashcard #2



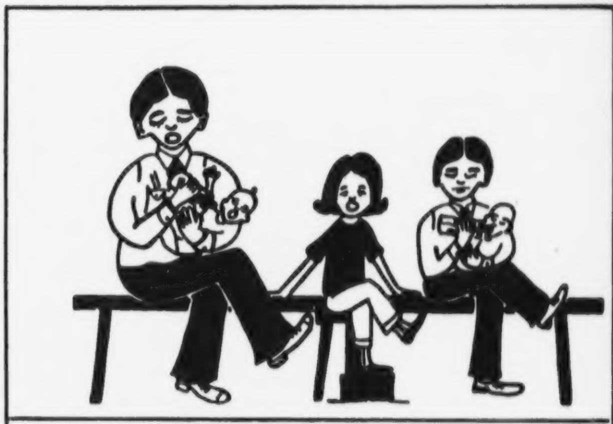
Technologies must be maintained in good working order.

Flashcard #3



In planning large-scale projects, it is important to consult with other decision-makers in your agency.

Flashcard #4



Actions speak louder than words.

EMPLOYMENT

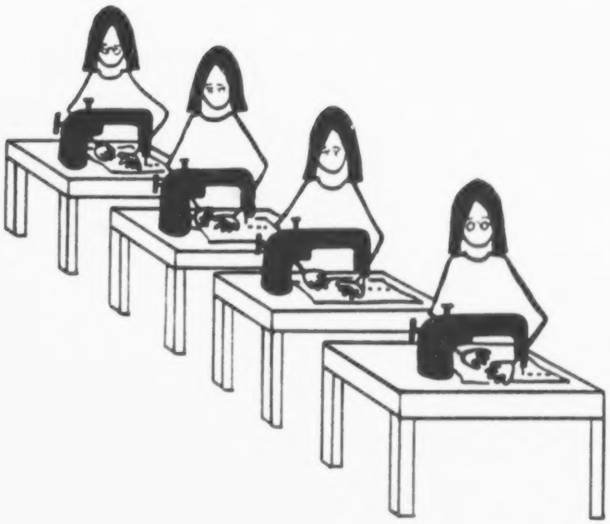
INTRODUCTION

A wide range of employment issues are covered in the FLS document. A section entitled Employment (Paragraphs #132 - #147) is included in the Development chapter, supplemented by a series of paragraphs that refer to employment-equity issues (Paragraphs #69 - #72) in the Equality section. Other references to employment issues can be found throughout the document.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD - LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO EMPLOYMENT

TOPIC	FLS PARAGRAPH #
Child care	140
Employment legislation	67, 70, 71, 135 137, 143, 194
Equal pay for work of equal value	69, 72, 137
Flexible working hours	136
Increasing participation in management	133
Maternity benefits	71, 140, 194
Non-traditional jobs	138

TOPIC	FLS PARAGRAPH #
Occupational health and safety	139
Parental leave	140
Part-time work	135, 147
Re-entry programmes	136, 141
Sexual harrassment	139
Social security	140
Taxation issues	136
Trade unions	91, 135, 221
Training	144
Unemployment benefits	71
Wage differentials	137



EMPLOYMENT

GOVERNMENTS AGREED TO:

- Eliminate differences in the legal conditions of work of women and men where there are disadvantages to women.
- Encourage social development that secures for women: equal access to all positions of employment, equal pay for work of equal value, and equal opportunities for education and vocational training.
- Adopt employment legislation that ensures equity for women in the informal sector, including migrant and service workers, women involved in food production, women working in family enterprises and other self-employed women.
- Take steps to ratify conventions and recommendations of the ILO concerning the rights of women workers.
- Promote legislation to ensure equity in all jobs and avoid exploitative trends in part-time work and the feminization of part-time, temporary and seasonal work.
- Guarantee social security and unemployment benefits on an equal footing with men.

THE ISSUE:

Need for employment-equity legislation

WE CAN DO IT TOGETHER

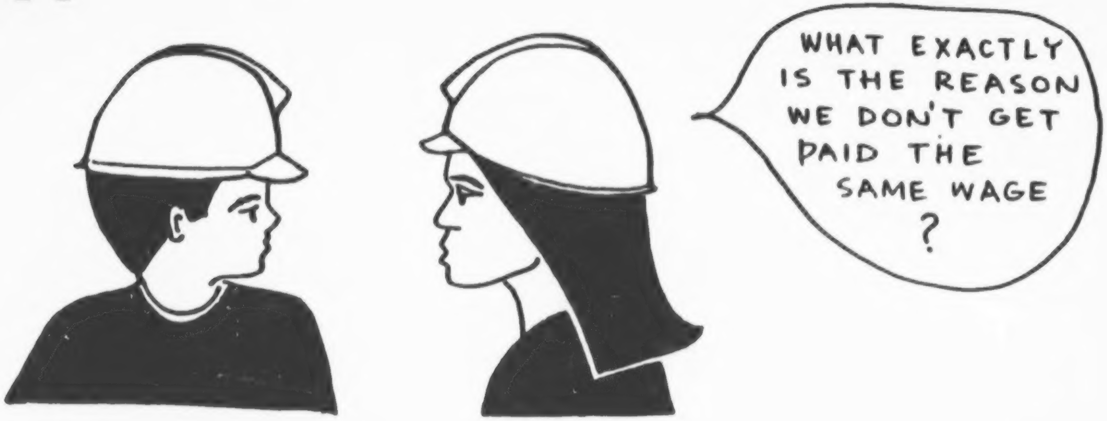
GOVERNMENTS AGREED TO:

- Prohibit the imposition of sanctions or dismissal on the grounds of pregnancy or of maternity leave.
- Guarantee the right of women to return to work after maternity leave.
- Encourage provision of parental leave for both men and women following the birth of a child.
- Offer incentives to employers to provide adequate child-care facilities that are opened during all hours that parents are working.

THE ISSUE:

Working mothers

EMPLOYMENT


WHAT EXACTLY IS THE REASON WE DON'T GET PAID THE SAME WAGE ?

THE STRATEGY

"Eliminating all forms of employment discrimination, inter alia through legislative measures, especially wage differentials between men and women carrying out work of equal value, is strongly recommended..."

FLS Paragraph #137

Eliminating wage differences between men and women

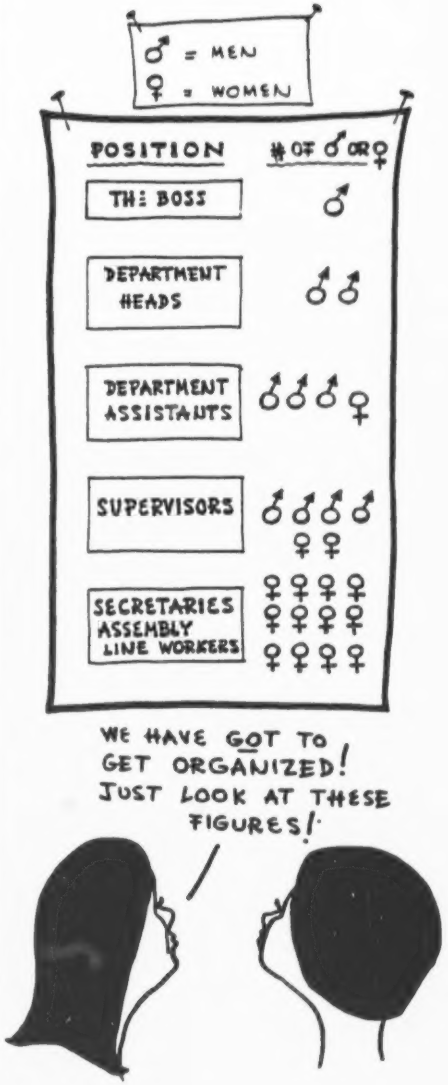
The increasing numbers of women entering the paid labour force are faced with serious obstacles. Lack of child-care, exploitative working conditions, poor representation in decision-making levels of companies and trade unions and discriminatory treatment by employers represent a small sampling of the issues women worldwide are addressing vigorously.

The FLS document recognizes pay equity as a problem affecting women in developed and developing countries alike. Women have been leading the battle - within their own work environments, in national level political arenas and in the international community - to pressure for legislative change demanding that employers establish wages without regard to gender.

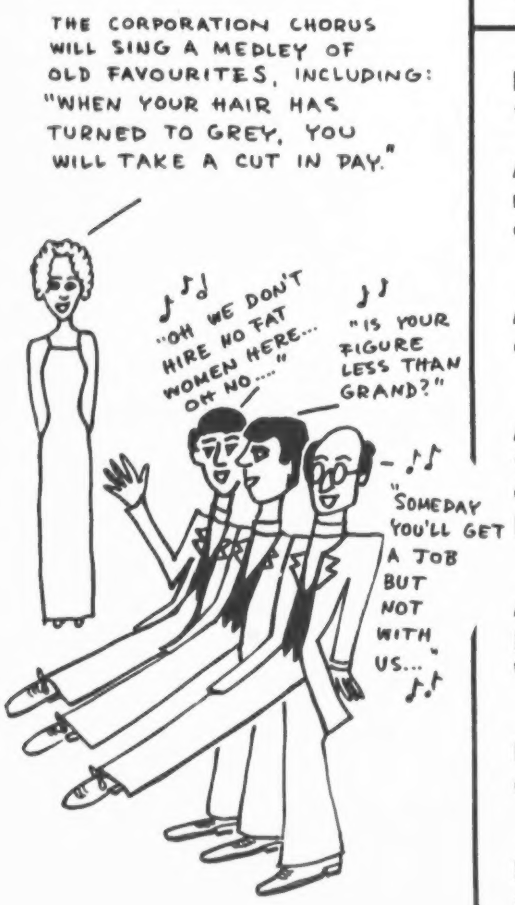
Instances of women successfully challenging their own companies' pay policies encourage other women to undertake similar challenges and puts pressure on governments to seriously consider enforcing or creating national legislation. The checklist on the following page suggests some questions to explore if you suspect that there is wage discrimination within your own work environment and you want to build a strong case supporting your suspicion.

EMPLOYMENT

Some questions to ask yourself . . .	YES	NO
Have you set up a working committee to investigate inequities? There is strength in numbers and investigating discriminatory pay practices can be a long and hard task and is probably best done collectively rather than by an individual.		
Have you worked out a strategy for collecting information about positions that require equal skill, education and experience and supervisory duties compared to the salary range and sex of people actually occupying these jobs? (For instance, you might start by surveying the above factors for all heads of departments, for all clerical personnel, for all sales personnel, etc.)		
Are you able to compile charts and graphs which clearly show your data, and can be presented to other workers, trade union leaders and employers to support your case?		
Have you compiled information on when the last job evaluations were done and how these were performed? Perhaps a new evaluation could correct some of the inequities.		
Have you collected and analyzed notices for new jobs or positions within your company, with a view to picking out job requirements that would make it difficult for a woman to fill the position?		
Have you compiled charts that show salaries for predominantly female-occupied jobs as compared to salaries for predominantly male-occupied jobs?		

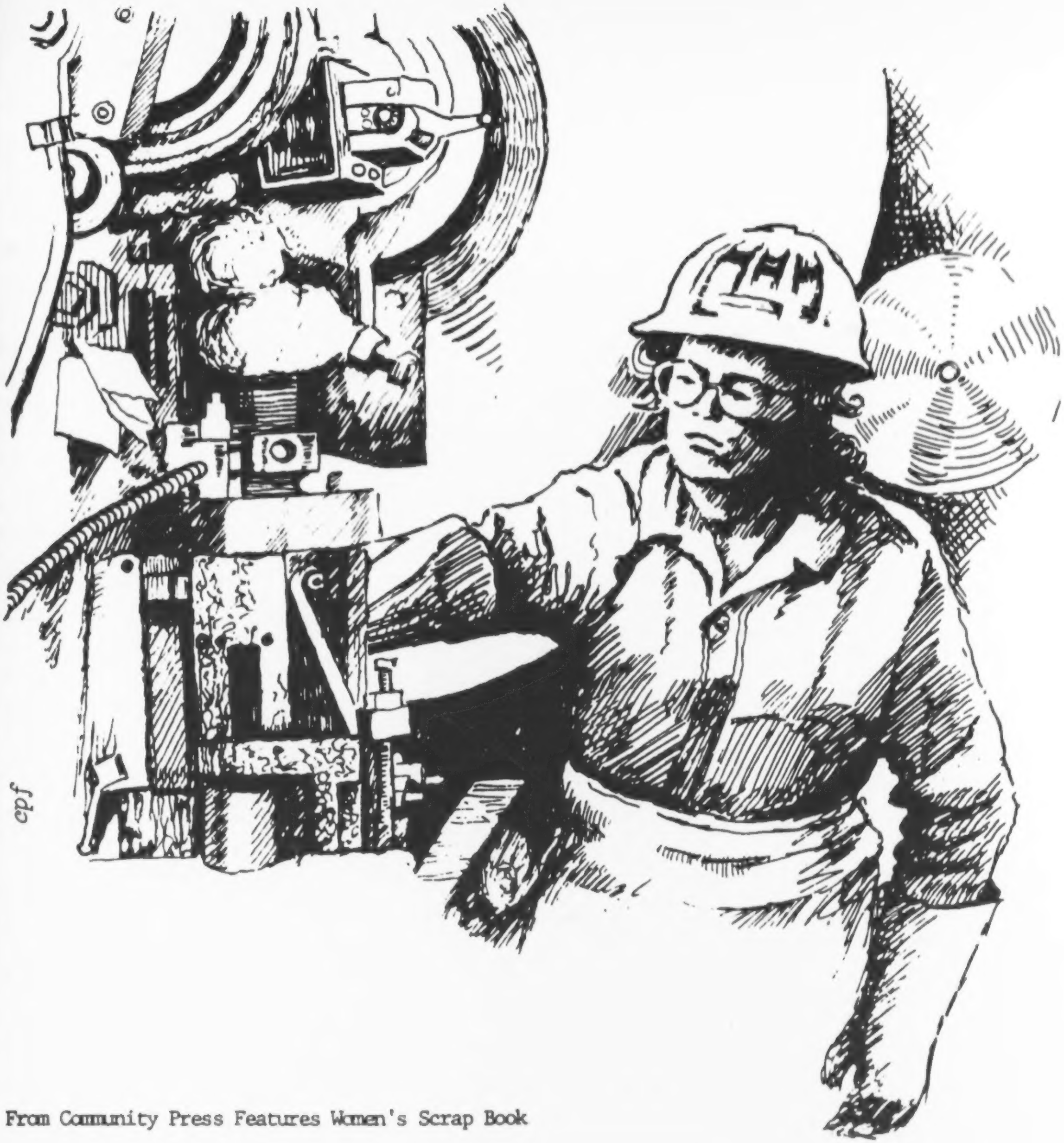

♂ = MEN
♀ = WOMEN
POSITION
# OF ♂ OR ♀
THE BOSS ♂
DEPARTMENT HEADS ♂♂
DEPARTMENT ASSISTANTS ♂♂♂♀
SUPERVISORS ♂♂♂♂ ♀♀
SECRETARIES ASSEMBLY LINE WORKERS ♀♀♀♀ ♀♀♀♀ ♀♀♀♀
WE HAVE GOT TO GET ORGANIZED! JUST LOOK AT THESE FIGURES!

EMPLOYMENT


THE CORPORATION CHORUS WILL SING A MEDLEY OF OLD FAVOURITES, INCLUDING: "WHEN YOUR HAIR HAS TURNED TO GREY, YOU WILL TAKE A CUT IN PAY."
"OH WE DON'T HIRE NO FAT WOMEN HERE... OH NO...."
"IS YOUR FIGURE LESS THAN GRAND?"
"SOMEDAY YOU'LL GET A JOB BUT NOT WITH US..."

Adapted from a cartoon in:
International Women's Day Committee Newsletter, Summer 1985, (Canada)

Some questions to ask yourself (continued)	YES	NO
Have you investigated other aspects of the way men and women are treated at work, such as the following:		
Are employees in predominantly male occupations promoted at a much quicker rate than employees in predominantly female occupations?	☐	☐
Are training programmes given more often to predominantly male occupations than female occupations?	☐	☐
Are training programmes for female dominated occupations geared to improve on-the-job performance, while training for male dominated occupations is designed to prepare the person for promotion?	☐	☐
Are department heads and their assistants who oversee predominantly female occupations paid less than department heads who oversee predominantly male occupations?	☐	☐
Do collective bargaining agreements tend to perpetuate discrimination against the predominantly female occupations?	☐	☐
Have you investigated which existing laws and legal procedures are available to you? Have you looked into company policy (including grievance procedures), as well as national legislation that supports equal pay for equal work?	☐	☐



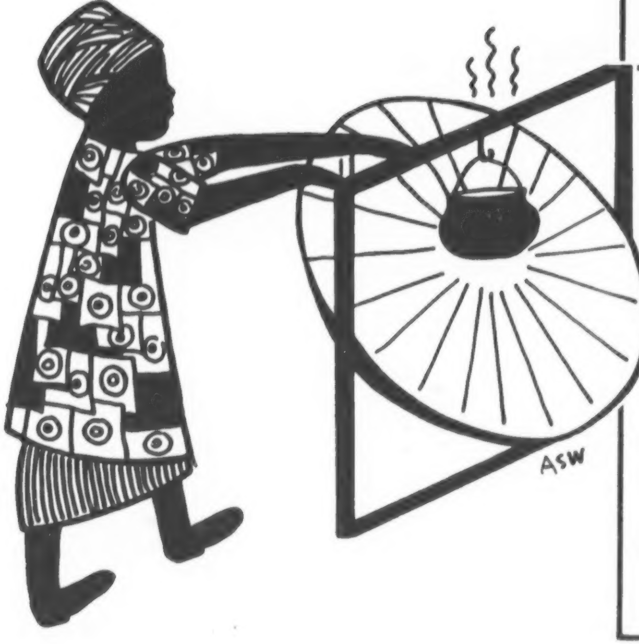
From Community Press Features Women's Scrap Book

ENERGY & ENVIRONMENT

INTRODUCTION

The Forward-Looking Strategies document affirms the importance of energy and environment considerations to women's health, incomes, work, families and general well being in special sections (paragraphs #218 - #227) within the Development chapter. On the following page, two of the major issues highlighted in the energy and environment sections are presented.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO ENERGY AND ENVIRONMENT

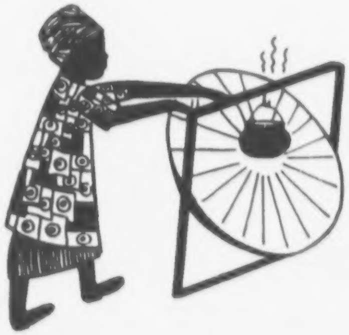


TOPIC	FLS PARAGRAPH #
Biogas	222
Deforestation	222, 224, 292
Desertification	224, 283, 292
Energy-related training	223
Hydrocarbons	218
Hydropower	221
Improved stoves	221
Nuclear energy	221, 223
Reduction of drudgery	219, 221
Solar and wind energy	221, 222
Technology	219 - 221
Water resources	224, 225, 293

ENERGY & ENVIRONMENT

THE ISSUE:

Effect of energy and environment on women's work



GOVERNMENTS AGREED TO:

-Consider the reduction of drudgery in poor urban and rural women's work in assessments of new energy sources, energy technologies and energy-delivery systems.

-Design and disseminate improved stoves to reduce the drudgery involved in the collection of fuel by women.

-Take measures to avoid the loss of women's income to middlemen and urban industries in the commercialization of fuelwood energy.

-Guarantee women the same opportunities as men to participate in wage-earning programmes for irrigation, tree planting and other schemes to upgrade urban and rural environments.

-Assess the environmental impact of policies, programmes and projects on women's sources of employment and income.

THE ISSUE:

Participation of women in energy and environmental management

GOVERNMENTS AGREED TO:

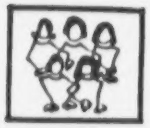
-Support the grass roots participation of women in energy-needs assessments, technology and energy conservation and management and maintenance efforts.

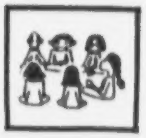
-Formulate programmes to rationalize energy consumption, improve energy systems and to increase technical training with a view to women as producers, users and managers of energy sources.

-Offer special incentives to enable women to obtain advanced levels of education and training in all energy-related areas so as to expand their participation in decision-making in the area of water, health, food production and nutrition.

-Recognize women as active participants in ecosystem management and the control of environmental degradation.

ENERGY & ENVIRONMENT





THE STRATEGY

"National and international emphasis on ecosystem management and the control of environmental degradation should be strengthened and women should be recognized as active and equal participants in this process."

FLS Paragraph #226

INFORMATION
SEEDS
ASW

Re-evaluating women's contributions to energy and environment

The Forward Looking Strategies document rightly points out that women should be recognized for their roles as active and equal participants in environmental and energy management. This statement affirms the importance of women's traditional tasks - such as ploughing, planting, harvesting, and conserving - to national and international development plans. By stating that women need recognition, moreover, the document points to problems that result from the unwillingness of policy-makers, planners, and society in general, to recognize women's contributions to energy and environment.

What strategies can be developed to make development planners, governmental officials and policy-makers view women's tasks more accurately? One idea is to use the jargon of project documents, proposals and official job descriptions - i.e., the words that decision-makers are accustomed to - to describe women's energy and environment activities.

The training activity on the following page, can be used with:

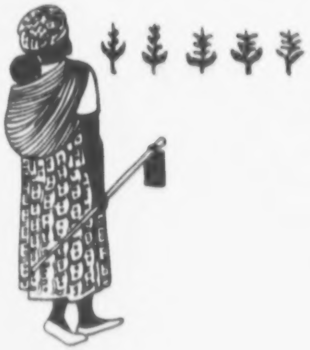
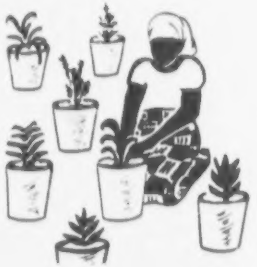
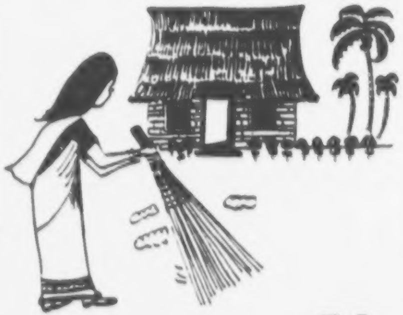
-Decision-makers, policy-planners and other personnel of this type to help them see women's activities in terms that they understand;

-Directors, programme managers and other NGO and women's group staff to help them develop a vocabulary for describing women's activities in a new way when they talk to policy-makers.

DIRECTIONS:

Explain to your group that this is an exercise to help people perceive women's activities in new ways. Read the sheet on the next page aloud to them and/or make enough copies of the example so each can have one. After reading the examples, give small groups of participants a copy of the sheet on page 40, and ask them to do their own official versions of women's activities. Have them discuss the results of their efforts. Raise such questions as: What would happen if women were recognized as active and equal participants in energy and environment activities? What role does language and word-choice play in encouraging recognition? What else can be done?

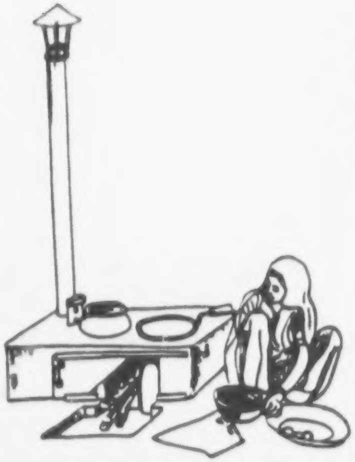
ENERGY & ENVIRONMENT

Traditional Version: The Rural Woman...		Official Version: The Rural Woman...
...PLOUGHS SOWS WEEDS HARVESTS		As AGRICULTURAL ENGINEER, plans and executes a programme of vegetable and grain crop production. Also responsible for seed procurement, land preparation, multiplication of crops, irrigation, fertilization and pest control.
...PLANTS TREES GATHERS WOOD MAKES CHARCOAL		As TRANSPORT AND ENERGY MANAGER for the household, monitors household energy consumption, implements cost-effective strategy for the use and maintenance of the energy supply, with the goal of maintaining independence from costlier, imported forms of energy, without environmental destruction.
...CARES FOR HOUSE AND YARD AREAS		As ENVIRONMENTAL CONTROL MANAGER, designs and maintains living and work areas to maximize utilization, with careful regard for preservation of ecology whilst providing pleasant and cheerful surroundings for the community.

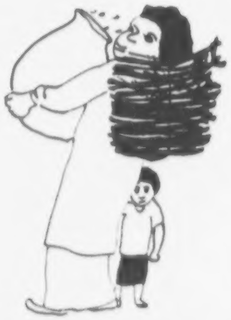
ENERGY & ENVIRONMENT

Traditional version: The Rural Woman...

...COOKS FOOD
PROCESSES FOOD
MAINTAINS COOKING AND FOOD PROCESSING EQUIPMENT



...FINDS AND BRINGS WATER HOME FOR:
COOKING,
CLEANING,
AND DRINKING



Official version: The Rural Woman...

As DOMESTIC ENERGY TECHNICIAN,

As WATER AND SANITATION SPECIALIST,

If you have used this exercise with an NGO or women's group, a next step might be to try writing to government representatives, city council members and other decision-makers about the need to recognize and include women in energy and environment decisions.

ENERGY & ENVIRONMENT

SAMPLE LETTER

Dear ________________________:

I have recently heard the news that a new Committee on New and Renewable Energy is to be set up by the District Council, in an attempt to plan strategies that respond to problems of energy supply and demand and the threat of deforestation to our area.

I would like to suggest the nomination of ________________________, DOMESTIC ENERGY TECHNICIAN, from the village of __________________, as a member of the new committee. ____________________ has proven technical and managerial skills in the following areas: Undertaking periodic cost-benefit analyses to determine the most effective source of energy for household responsibilities; Budget control of energy expenditures; Supervising other community and household members in energy-related tasks. As I'm sure you will agree, she would prove a fine representative and advocate from her region. Most important, I believe this district desperately needs the experience and skill of this capable woman, and I am sure that she will have many ideas on what needs to be done to provide more efficient sources of energy, while taking care not to destroy much that is beautiful and necessary in our environment.

Hoping that this nomination will receive your serious consideration,

I am,

Yours sincerely,

Other letters could be written in this way, using one of the other titles suggested in the previous exercise (i.e., Agricultural Engineer, Transport and Energy Manager, etc.), or additional titles of your own choosing. This technique could be extended to issues outside of energy environment, as well; for instance, you could use a similar approach in the area of health care to encourage greater participation of women in planning and management roles.

EXPLOITATION OF WOMEN

Taken from: Women of the Whole World, Journal of the WIDF, No 1/1987

INTRODUCTION:

The FLS document recognizes that incidences of gender-specific violence are increasing and that the combatting of all types of violence against women must be a priority action. The issues of abuse and violence are covered in a variety of sections, including: Social services (Paragraph #231); Abused women (Paragraph #288); Women victims of trafficking and involuntary prostitution (Paragraph #290 - #291); and Women in detention and subject to penal law (Paragraph #297). The subject is frequently referred to in the Peace chapter as well.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD - LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO EXPLOITATION OF WOMEN

TOPIC	FLS PARAGRAPH #
Abused children	231
Criminal justice	297
Education for offenders	288
Family violence	231, 245, 271
Legal services	288
Legislation	271, 288
Police training and cooperation	76 ,291
Pornography	85, 290, 291
Prostitution	290
Rape	258
Self-protection	231
Sex tourism	290
Sexual harrassment	139
Shelters	231, 288

EXPLOITATION OF WOMEN

GOVERNMENTS AGREED TO:

- -Intensify efforts to establish and strengthen forms of assistance to victims of violence through the provision of shelter, support, legal and other services.
- -Increase public awareness of violence against women as a societal problem.
- -Establish policies and legislative measures to ascertain the causes of violence, and to prevent and eliminate such violence.
- -Encourage the development of educational and re-educational measures for offenders.

THE ISSUE:

Abused women

GOVERNMENTS AGREED TO:

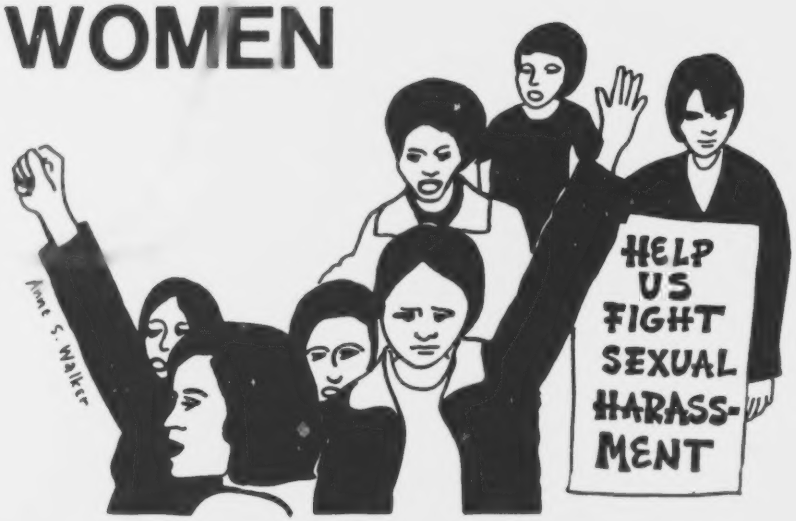
- -Give urgent consideration to the improvement of international measures to combat trafficking in women for the purposes of prostitution.
- -Direct resources for the prevention of prostitution and assistance in the professional, personal and social re-integration of prostitutes toward providing training, employment, self-employment and health facilities for women and children.
- -Endeavour to cooperate with NGOs to create wider employment possibilities for women.
- -Support increased coordination amongst police agencies internationally.

THE ISSUE:

Women victims of trafficking and involuntary prostitution

HELP
US
FIGHT
SEXUAL
HARASS-
MENT

EXPLOITATION OF WOMEN


Anne S. Walker
HELP US FIGHT SEXUAL HARASSMENT

THE STRATEGY

"Governments should undertake to increase public awareness of violence against women as a societal problem..."

FLS Paragraph #288

Changing how people think about violence against women

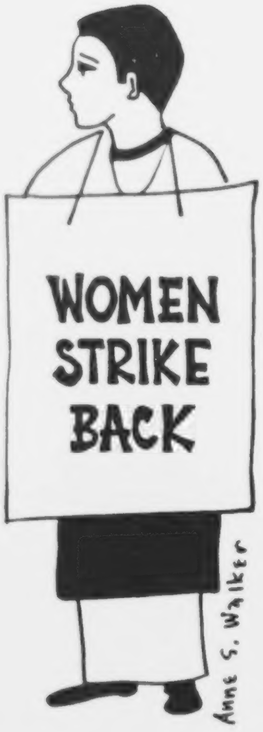
One of the most important aspects in campaigns to end violence against women is the changing of people's attitudes. Efforts to re-define rape and to establish women's and girl's rights to take legal action against being beaten, struck or raped by the men they live with have been important strategies in all campaigns to put an end to violence against women.

One aspect of this strategy is to encourage men and women to re-examine their own attitudes and to analyze societal beliefs and assumptions about violence against women. On the following page is a questionnaire which focuses on the issue of rape. You can use this with a group or at home. For wider distribution, perhaps you can publish it in your own newsletter or in a local or national newspaper. It may also be useful in high school or university courses where legal rights or health issues are being studied.

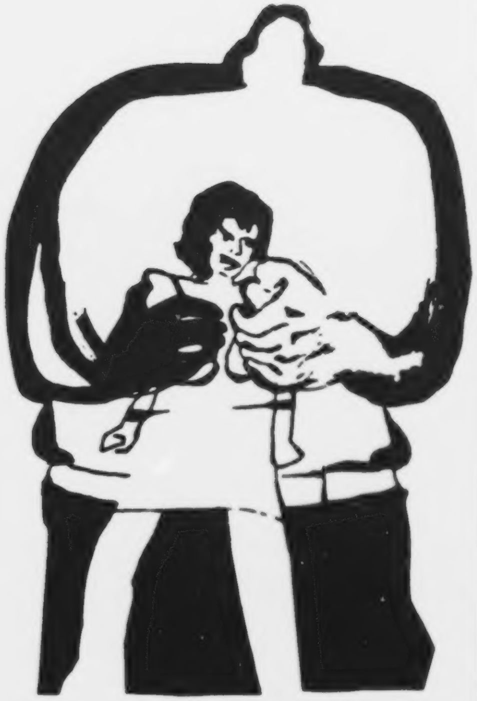
Have participants fill out the questionnaire before you present the page of facts. See how much people's attitudes and beliefs about violence and rape are based on fact.

EXPLOITATION OF WOMEN

What do you think?	True	False
1. Women secretly want to be raped		
2. Rape is a crime of sexual passion		
3. Women "ask" for rape by dressing or acting in certain ways		
4. If a woman does not resist when a man tries to force her into a sexual act, then it is not rape		
5. Rapists are almost always strangers to the victim		
6. Rapists are insane		
7. Only women with bad reputations are raped		
8. When a man forces his wife to have sex, it is not considered "rape"		
9. It's useless to report rape to the criminal authorities because they won't do anything about it anyway		
10. Women are powerless against rape		



EXPLOITATION OF WOMEN



From: Wives' Tales, a newsletter about ending violence against women

The reality concerning rape is:

Question #1 - False. Some men believe that women secretly want to be overpowered, and use this as an excuse for rape. In truth, rape victims do not enjoy, expect or "ask for" rape, and most rape victims report feelings of terror, humiliation and degradation.

Question #2 - False. Rape is a crime of violence and aggression, not a result of sudden uncontrollable sexual urges. The myth that rapists are carried away by uncontrollable sexual desires, and that lack of control is a "natural" masculine trait often serves to excuse the rapist and to place responsibility on the victim.

Question #3 - False. No person asks to be hurt or degraded, just as no one asks to be robbed because they are carrying money in their pockets. Rape is the responsibility of the rapist, not the victim.

Question #4 - False. Few women are trained either physically or mentally to defend themselves against male aggression. It is common for rape victims to indicate that they feared for their lives and were immobilized in that fear.

Question #5 - False. Most women are raped by someone they know. In the USA, for instance, over 50% of all women report that the person who raped them was a relative, neighbour, date or acquaintance.

Question #6 - False. Rape happens in all socio-economic groups, all professions, in all ethnic groups. Psychological tests of known rapists show no different personality traits from other men except for an inability to control anger.

The reality concerning rape (continued)

Question #7 - False. Reputation has nothing to do with rape. The misconception that only a "certain kind" of woman is raped may serve as a false sense of security against the knowledge that anyone can be victimized.

Question #8 - False. Rape is "a sexual act committed against a woman's will, involving the threat or use of force." By definition then, whether the perpetrator is one's husband or a stranger, any use of force for sexual purposes is rape.

Question #9 - False. It is critical to report all cases of rape so that authorities begin to get a sense of how widespread it is. If it is impossible to report to the police, at least report it to some official - perhaps the health department - so that statistics can be collected.

Question #10 - False. There are MANY ways women can strategize to help each other prevent or fight back against rape. Pressuring for legislative change is one way. Learning self-defense techniques is another. Collective action is also useful, and women in countries worldwide - from Peru to India - are banding together to put an end to violence against themselves and their sisters.

NOTE: Questions and answers adapted from: What Every Woman Should Know About Rape (Channing L. Bete Co., USA, 1982) and Campus Gang Rape: Party Games (publication of the Project on the Status and Education of Women, USA, 1985).

From: Wives' Tales, a newsletter about ending violence against women

FOOD, WATER & AGRICULTURE

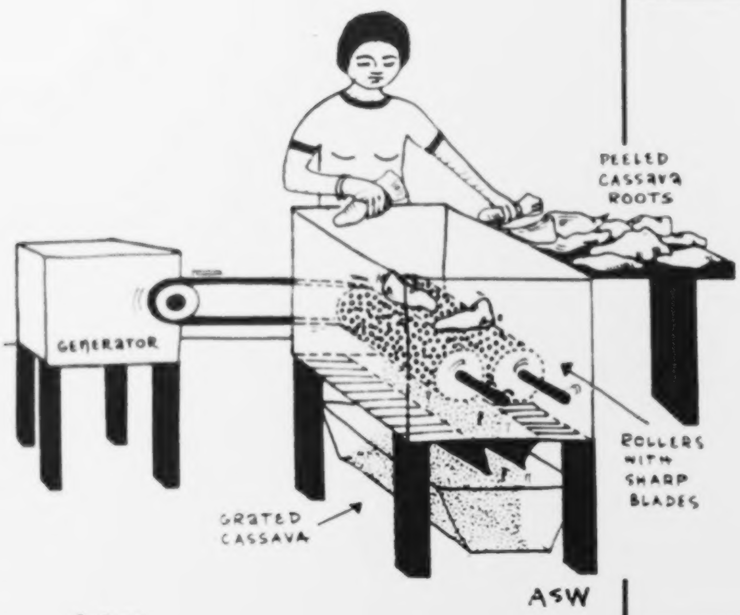
INTRODUCTION

Women's participation in programmes and policies related to food, water and agriculture are covered as areas for specific action within the Development section of the Forward-Looking Strategies document (see paragraphs #174 - #188). The range of issues referred to are listed below. On the following page, the recommendations for two of the many issues covered are summarized.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO FOOD, WATER AND AGRICULTURE

TOPIC	FLS PARAGRAPH #
Access to technologies..	177, 180, 181 - 184
African food crisis............	177
Animal husbandry, fishery and forestry programmes	180
Employment legislation	67
Financial and marketing support...	179, 182, 185
Food security programmes	178, 179, 187
Land rights	62, 74, 182, 211
Management of water resources	183, 188
National food policies	178
Participation of women as decision-makers in	174, 179
Rural transport	215
Self-employed women	67
Training in	177, 179, 201
Unpaid work in	120, 174

CASSAVA GRATER



FOOD, WATER & AGRICULTURE

GOVERNMENTS AGREED TO:

-Integrate women into modern technology programmes that introduce new and improved crops, rotation of crops, mixed farming, mixed and intercropping systems, low-cost soil fertility techniques, soil and water conservation methods and other modern improvements.

-Design and introduce appropriate food processing technologies that do not displace women from their means of livelihood when alternative opportunities are not available.

-Support non-governmental organizations in projects to design, test and disseminate technologies appropriate to women users.

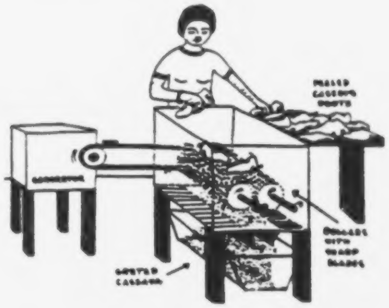
-Conduct research on food production and storage techiques to improve traditional knowledge and introduce modern technology.

-Provide information to women on improved methods which have been ecologically confirmed to reduce post-harvest food loss and to preserve/conserve food products.

THE ISSUE:

Access to technologies for food and agricultural production

CASSAVA GRATER



GOVERNMENTS AGREED TO:

-Guarantee that women benefit from land reform.

-Ensure women's full and effective rights to land ownership, registration of land titles and allocation of tenancies on irrigation or settlement schemes.

-Protect women's land and inheritance rights in conditions of land shortage, land improvement or shifts into cash-cropping.

-Modify inheritance laws so that women can inherit a fair share of livestock, agriculture machinery and other property.

THE ISSUE:

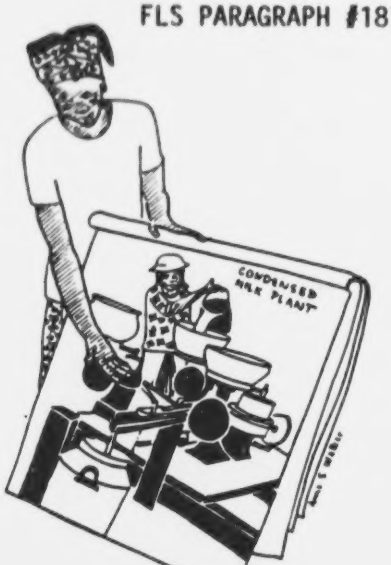
Women's rights to land ownership

FOOD, WATER & AGRICULTURE

THE STRATEGY

"Also important are the dissemination of information to rural women (about innovations and projects related to food and agriculture) through national information campaigns, using all available media and established women's groups...through open-air films, talks, visits, ...and demonstrations..."

FLS PARAGRAPH #181



Thinking ahead about women's food and agricultural work: A training activity

Would the visions, actions and dreams of poor rural and urban women change if they knew that there were internationally mandated recommendations to ensure their access to training, technologies and roles in food and agricultural projects and activities? This training activity suggests ways of bringing some of the ideas of the FLS document to women's community groups and of stimulating their own long-term thinking in regard to their roles in food and agriculture.

DIRECTIONS:

MATERIALS REQUIRED: Four illustrated flashcards, such as those on page 51 and 52, and four blank flashcards for each woman in your group
TIME NEEDED: Approximately one hour

PROCESS:

1. Explain the idea of the Forward-Looking Strategies to your women's group (see pages 5 - 7 for a summary of the strategies), and emphasize that these have been endorsed by governments worldwide.

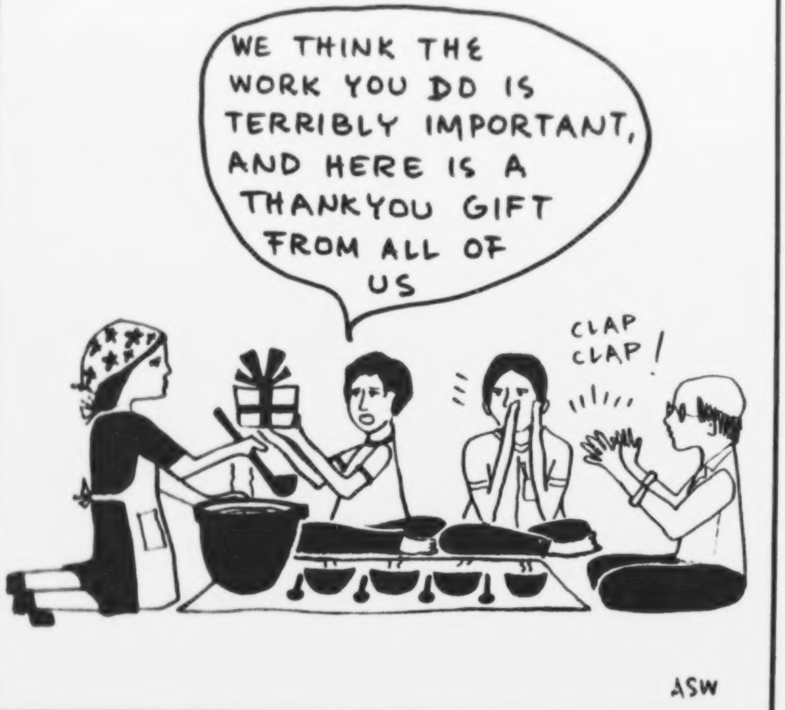
2. Using the cards on the following pages, hold up the first one and ask what makes the picture unusual. (They might say, "It is unique to have female extension workers," or "Women do not usually take part in agricultural training programs.") Read the statement on the bottom of the flash card and explain that it is from the FLS and the picture illustrates the idea.

3. Now explain that you want them to use a blank flashcard to draw a picture of how their lives might change if the recommendation became a reality. (You might want to have one card ready as a sample.) Allow discussion amongst participants and approximately 5 minutes for their drawing.

4. Continue in the same manner with each flashcard. At the end of the exercise, hang each "recommendation" flashcard on the wall, surrounded by the response cards each woman has prepared. Let each woman explain her visions and responses.

FOOD, WATER & AGRICULTURE

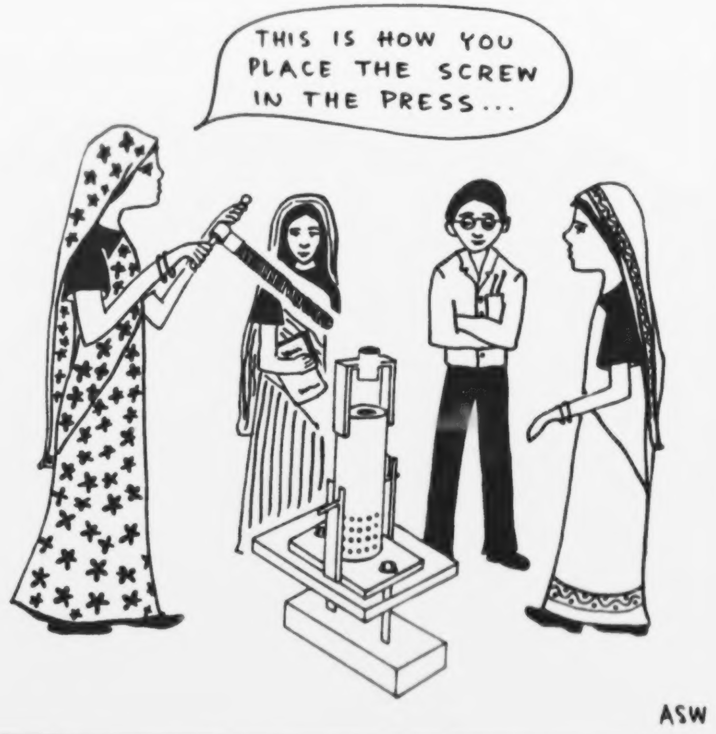
FLASHCARD #1


WE THINK THE WORK YOU DO IS TERRIBLY IMPORTANT, AND HERE IS A THANKYOU GIFT FROM ALL OF US
CLAP CLAP!
ASW

"Women make a vital contribution to economic development which must be better recognized and rewarded"

(FLS Paragraph #174)

FLASHCARD #2

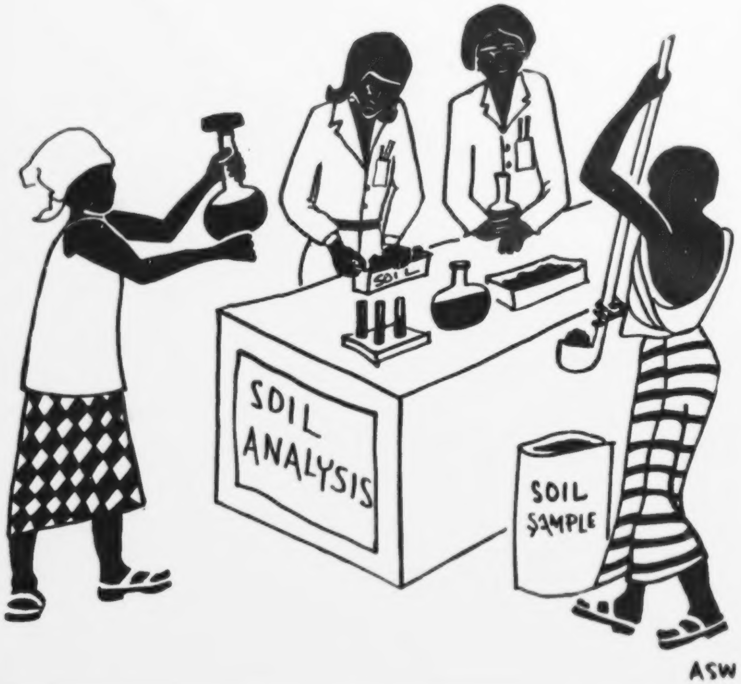

THIS IS HOW YOU PLACE THE SCREW IN THE PRESS...
ASW

"Governments should train adequate numbers of female extension workers"

(FLS Paragraph #186)

FOOD, WATER & AGRICULTURE

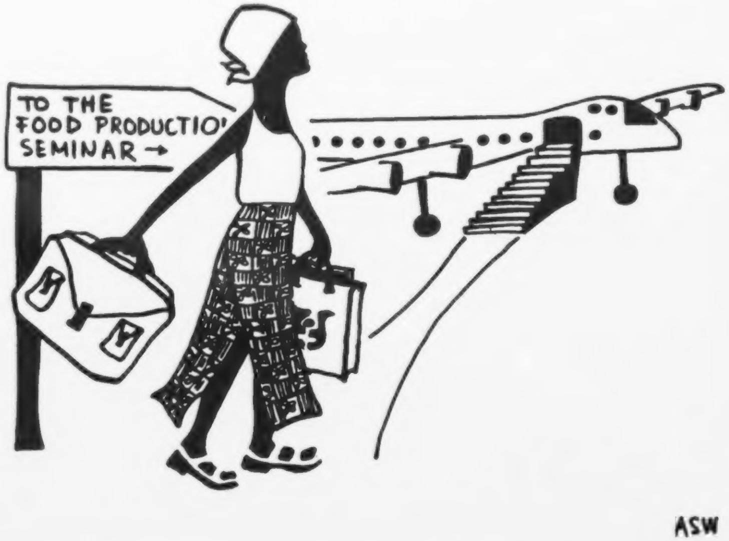
FLASHCARD #3


SOIL
SOIL ANALYSIS
SOIL SAMPLE
ASW

"Women should be fully integrated and involved in technological research and energy aspects of food and agricultural development"

(FLS Paragraph #174)

FLASHCARD #4


TO THE FOOD PRODUCTIO SEMINAR →
ASW

"Women should be involved in technical co-operation among developing countries and the exchange of information."

(FLS Paragraph #181)

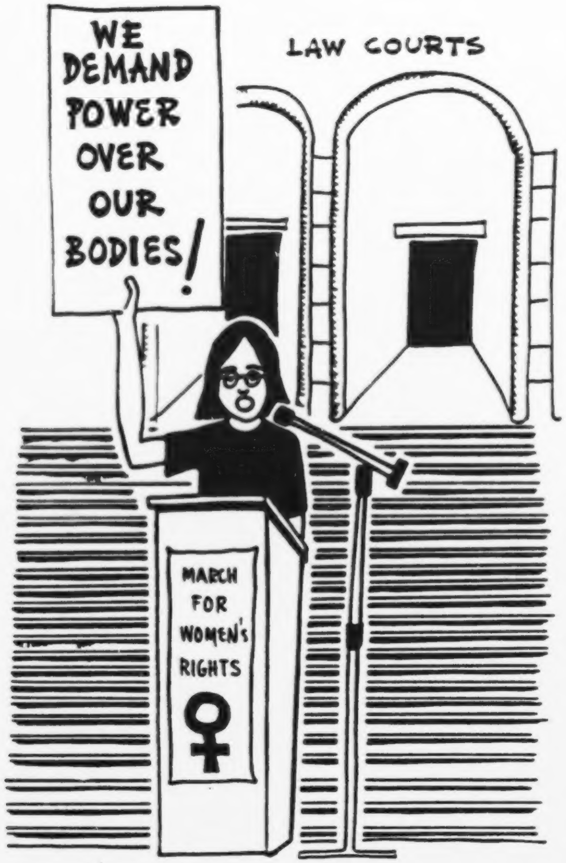
FOOD, WATER & AGRICULTURE

(BLANK FLASHCARDS FOR YOU TO USE)

FLASHCARD

FLASHCARD

HEALTH



INTRODUCTION:

The section entitled Health of the FLS document (Paragraphs 148 - 162) covers a wide range of issues, from health education to fertility. The health section is included as an 'Area for specific action' within the Development chapter.

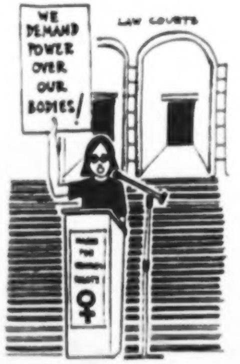
FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO HEALTH

TOPIC	FLS PARAGRAPH #
Adolescent pregnancy	158, 287
Attitude changes	150
Breastfeeding	154
Child-care	155
Contraceptives	159
Drugs	153, 159, 229
Family-life education	157
Family planning	155 - 157
Health education	150
Health facilities	155
Health information	150, 153, 157, 158
Health training	149
Infant mortality	148
Management positions	149
Maternal mortality	148, 155
Nutrition	154
Occupational health	162
Physical and mental disabilities	296
Pregnancy	152, 154
Preventive measures	151, 160, 286
Reproductive rights	29, 156, 157, 159, 162
Rubella	152
Traditional birth attendants	149
Traditional healers	149
Vaccinations	152
Water and sanitation	151
Working conditions for health personnel	149

HEALTH

THE ISSUE:

Women's reproductive rights


WE DEMAND POWER OVER OUR BODIES!
LAW COURTS
♀

GOVERNMENTS AGREED TO:

- Treat issues of fertility rates and population growth in a context that permits women to exercise their basic right to control their own fertility.

- Strengthen family-planning services and information components of primary health care services.

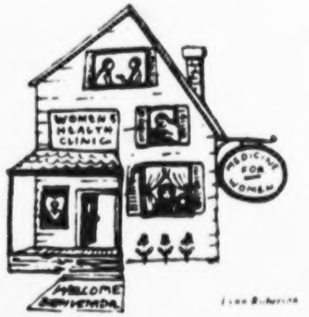
- Ensure that fertility-control methods and drugs conform to adequate standards of quality, efficiency and safety and that programmes of incentives and disincentives are neither coercive nor discriminatory.

- Make available information, education and the means to assist women and men to take decisions about their desired number of children.

- Include risks of endangering women's reproductive capabilities and unborn children in concerns about occupational health and safety.

THE ISSUE:

Preventive health measures for women



ISIS Women's International Bulletin, No.29

GOVERNMENTS AGREED TO:

- Strengthen promotive, preventive and curative health measures through a supportive health infrastructure that is free of commercial pressure.

- Wherever possible, conduct general screening and treatment of women's common diseases and cancer.

- Encourage local women's organizations to participate in primary health-care activities, including traditional medicine, and devise ways to support women in taking responsibility for self-care.

- Direct research toward the slowing down of the process of premature aging due to a lifetime of stress, excessive work-load, malnutrition and repeated pregnancy.

HEALTH

THE STRATEGY

"Governments should encourage local women's organizations to participate in primary health care activities...More emphasis should be placed on preventive rather than curative measures."

FLS Paragraph #160

Influencing health policy by disseminating health facts

The Forward-Looking Strategies document recognizes that health campaigns must include more than treatment of diseases; campaigns must include preventive measures that will help women stay healthy. It also recognizes the importance of having women, themselves, involved in strategies for identifying, preventing and treating health problems.

Most women are aware of the major health risks they face. They see their friends and families stricken by certain illnesses time and time again. However, it is important for them to share their awareness and back it up with data - presented in an easily understood manner - about the frequency and seriousness of these illnesses.

Efforts to expand training for women and women's groups in self-help methods can be supplemented by building coalitions that gather information about and publicize issues and pressure for policy changes in a variety of ways.

One strategy is to prepare a women's health "factsheet," written in clear and simple language, which incorporates statistical findings and highlights the major health issues facing a disadvantaged group of women in your country. This can be circulated to newspapers, policy-makers, health officials, and other potential sources of influence.

The Health Factsheet on Black Women, reproduced on the following three pages, was prepared by The Black Women's Health Project in the USA. It is an example of the kind of health sheet that your group could prepare and circulate, to highlight important health issues for women in your country.

HEALTH

HEALTH FACTSHEET

ON BLACK WOMEN IN THE USA

MANY OF THE NATION'S 13 MILLION BLACK WOMEN SUFFER FROM CHRONIC CONDITIONS, INCLUDING HIGH BLOOD PRESSURE, HEART DISEASE, OBESITY, KIDNEY DISEASE AND DIABETES. THE PROBLEM OF TEENAGE PREGNANCY IS A MAJOR HEALTH AND SOCIAL CONCERN. BLACK INFANT MORTALITY RATES ARE TWICE THOSE OF WHITES. THE MERE STRUGGLE TO PROVIDE FOR ONE'S FAMILY CAUSES HALF OF ALL BLACK FEMALE ADULTS TO LIVE IN PSYCHOLOGICAL DISTRESS.

INCOME & ACCESS TO HEALTH CARE

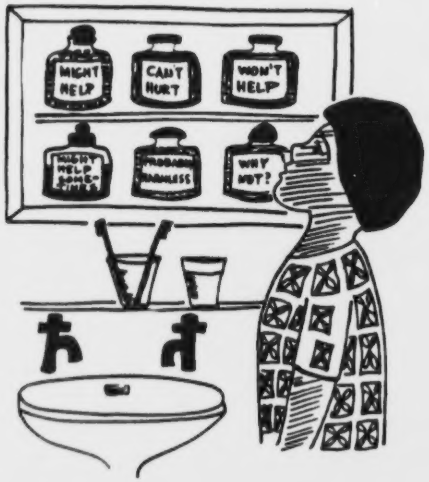
In the U.S., access to health care is dependent on income level. Seventy-one percent of female-headed households living below the poverty level are headed by Black women...the poor health of Black Americans is due to poverty--the major cause of sickness and death.

HIGH BLOOD PRESSURE

It is estimated that one out of every four Black adults suffers from high blood pressure (hypertension). This disease can lead to strokes, heart attack, heart or kidney failure. For all ages of Black women, prevalence of high blood pressure tends to be equal to or higher than that of Black men.

Self-help (-help') n. care or betterment of oneself by one's own efforts, as through study

HEALTH



Adapted from a graphic in: Network of Saskatchewan Women, (Canada) Nov.1985

HEALTH FACTSHEET (cont.)

CANCER

Breast cancer is the leading cause of death among women 35 to 55 years old. Although fewer Black women than white women suffer from breast cancer, more Black women will eventually die from it. Cervical cancer rates are increasing among Black women, while decreasing among whites. Over the past 25 years, the incidence of cancer for Black Americans has risen 34%, compared to only 9% for whites.

DIABETES

In 1979, a diabetic was most likely to be a non-white, retired female living in a city. Black women show the highest susceptibility to diabetes, with a rate of 34%, as compared to a rate of 24.3% for white women and 21.8% for Black males.

INFANT MORTALITY & TEEN PREGNANCY

Infant death rates for Blacks at 23.1 deaths per every 1,000 births nearly doubles the rate for whites (12.0) and Native Americans (13.7). During 1981, 37% of all Black births were to teens, twice as high as the proportion among whites.

HEALTH FACTSHEET (cont.)

OTHER HEALTH ISSUES

*Black females have the highest admission rate to outpatient psychiatric services. More than half of adult Black women live in a state of psychological distress.

*When asked in 1978 to rate their overall health and "well-being" as part of a Federal National Health Interview Survey, Black females reported the lowest level of well-being amongst all groups - only 37% of Black women had positive feelings about their well-being, while 70% of white males felt that they were in good health.

*In 1978, 82% of rural Southern Blacks did not visit a dentist.

WHAT BLACK WOMEN CAN DO TO TAKE GREATER RESPONSIBILITY FOR THEIR OWN HEALTH

*Weight control
*Breast self-examination
*Genetic screening and counselling
*Sex education for youth
*Seek out preventive health information
*Stress management
*Proper nutrition/balanced diet
*Prenatal screening
*Eliminate substance abuse

PREPARED BY: National Women's Health Network of Georgia, The Black Women's Health Project, USA, 1983

National Women's Health Network of Georgia

Martin Luther King Community Center
450 Auburn Avenue NE
Suite 157
Atlanta, Georgia 30312
(404) 659-3854

HOUSING & TRANSPORT

INTRODUCTION:

Housing and transport issues are discussed, primarily, in a section entitled, Housing, settlement, community development and transport (Paragraphs #209 - #217). The involvement of women in decision-making roles in regard to both housing and transport schemes is a primary concern throughout this section.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO HOUSING AND TRANSPORT

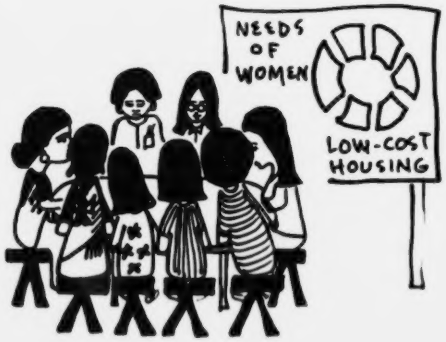
Taken from VITA News, April 1987
Artist: Shama Yasmin Akhtar

TOPIC	FLS PARAGRAPH #
Credit	211, 214
Homeless people	212
International Year of Shelter for Homeless	212, 289
Single parent mothers	212
Slum and squatter settlements	209, 225
Tenancy rights	211
Training for women:	
Architects	209
Managers	210
Engineers	209
Transport	213 - 217
Transportation policy	213
Water	210

HOUSING & TRANSPORT

THE ISSUE:

Women's access to adequate shelter



GOVERNMENTS AGREED TO:

-Assess and incorporate specific infrastructural needs of women in housing, slum and squatter projects.

-Consult women and women's groups in the choice of design and technology of construction and involve them in management and maintenance of facilities.

-Encourage women to enroll in architectural and engineering training and provide them with construction management and maintenance skills.

-Secure women's direct access to housing construction and improvement credits.

-Design low-cost housing and facilities for women who are sole supporters of their families and for homeless women.

THE ISSUE:

Adequate transport for women

GOVERNMENTS AGREED TO:

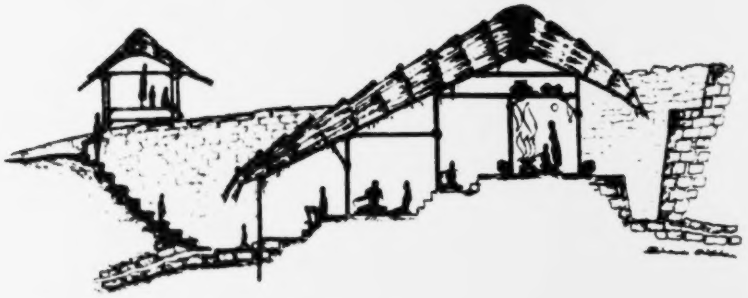
-Consider women's needs as producers and consumers in all choices related to transportation policy, subsidies, pricing and means of transport.

-Take women's incomes into account when making choices about modes of transport and design of transport routes.

-Promote women's roles as operators and owners of means of transport, particularly for organized women in rural areas who are cut off from serviceable means of transport.

-Direct rural transportation planning toward reducing the heavy burden on women who carry agricultural produce, water and fuel as head loads.

HOUSING & TRANSPORT



Taken from: VITA News, April 1987.
Artist: Shama Yasmin Akhtar

THE STRATEGY

"Women and women's groups should be participants in and equal beneficiaries of housing and infrastructure construction projects."

FLS Paragraph #210

Involving women in planning their own communities: An advocacy project

Fragmented strategies for involving women in the planning of communities do not go far enough. Merely teaching women construction skills, or appointing women to housing maintenance committees will not ensure the creation of communities that serve their needs.

Even if the intention to involve women in community and infrastructural planning exists amongst decision-makers, the ways and means for bringing community women into this process may be difficult for planners to develop. Creating opportunities for urban planners, engineers, and architects to have women's input throughout the planning and implementation process requires dramatic changes in the ways these professionals generally work. It means, also, ensuring that the community women have time to build confidence and consensus in their own requirements and recommendations.

The ideas on the following pages are adapted from a project in Canada called Women Plan Toronto. In this case, the advocates were a Toronto-based group of planners, architects and other professionals involved in shaping urban environments. They used participatory research methods and an ongoing consultative process to encourage community women to examine urban planning, zoning, design and service patterns in their own communities.

HOUSING & TRANSPORT

WOMEN PLAN TORONTO: An example from Canada

STEP ONE

Organizing planning meetings

1. Call a series of meetings with widely representative women and groups. Include young, old, refugee, migrant, poor, middle-class, single and married women.
2. During each session, have participants sketch and describe their communities, areas of activity and aspects of their environments which support and frustrate their various responsibilities and roles.
3. Invite participants to share their dreams about changes they would like to see take place. (In Toronto, this was called "blue-skying.") If possible, ask participants to complete a series of "wouldn't it be nice if..." statements related to community, and have a graphic artist illustrate some of the dreams.

STEP TWO

Preparing documentation

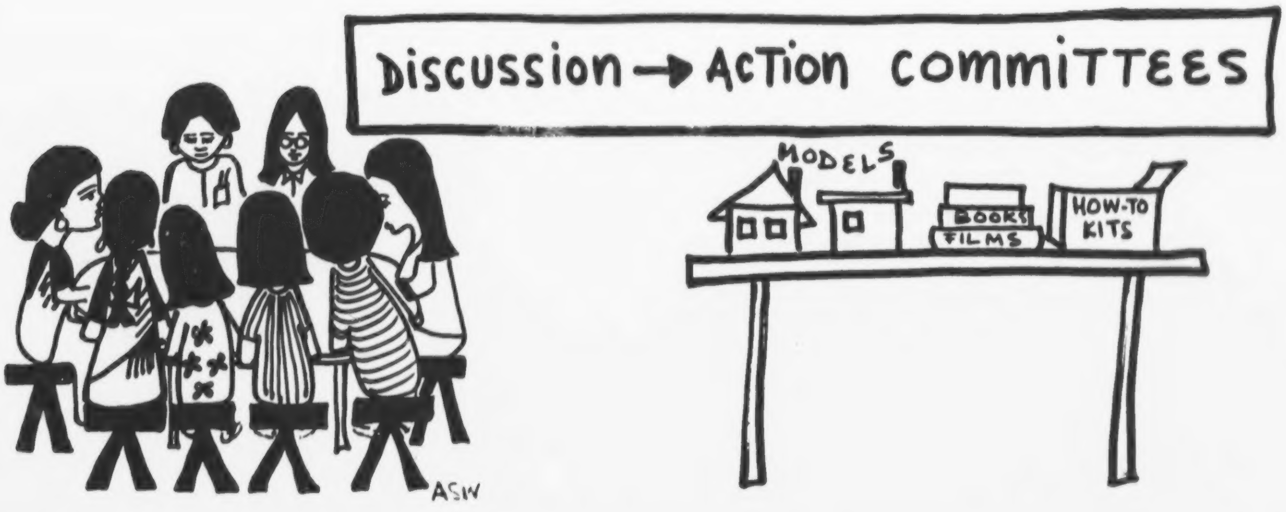
1. Develop a format for a report that consolidates the experiences and aspirations of the diverse group of women who participated in the meetings. (For instance, the Toronto group's report used 4 headings: My Place, My Community, Getting Around, Finding Understanding and Support. The women's narratives were placed under each of these headings.)
2. Prepare the report and send it to all participants and to groups, media and agencies who might be interested in the effort. Invite all of these to help shape a workshop which will try to take the report one step further - to prioritize recommendations and plan ways to realize them.

HOUSING & TRANSPORT

STEP THREE

Holding an action-oriented meeting

1. Organize a combination of small-group workshops around the sections of the report (and any other themes that have surfaced), and plenaries at which recommendations and ideas of small groups can be agreed upon.
2. Conclude the workshop with a commitment to taking a series of actions that will strive for a community that better serves the needs of women.
3. If appropriate, set up an ongoing organization, committee or responsible group to oversee that continued work and action takes place.


DISCUSSION → ACTION COMMITTEES
MODELS
BOOKS
FILMS
HOW-TO KITS
ASW

HOUSING & TRANSPORT

Taking action

(The specific steps to be taken will be decided upon during Step 3 and will vary depending upon the situation. Below are some of the actions taken in Toronto.)

1. Arranging a series of workshops that involve urban planners and women to make each more aware of the other's needs.
2. Initiating a series of information sessions for women with city planning councils and departments.
3. Preparing "how-to" kits which can be used to improve communication between women and planners, as well as ideas on conflict resolution and negotiation.
4. Attending and speaking out at public meetings in support of work place day care, neighbourhood stores, altering of public transportation schedules and routes, etc.
5. Supporting the nominations of community women to official housing and transportation commissions.
6. Continuing to document - via various media including video, reports, etc. - the needs and requests of women and to use these at meetings where design and planning are being discussed.

FROM: WOMEN AND ENVIRONMENTS, Winter 1987, "Women Plan Toronto," by Birgit Sterner

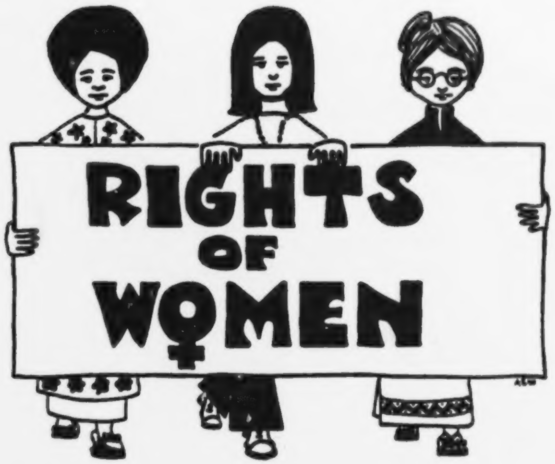
LEGAL RIGHTS

INTRODUCTION

Recommendations related to legal rights, the need for new legislation and the achievement of legal equity between men and women appear throughout the Forward-Looking Strategies document. The issues on the next page are drawn primarily from the section of the chapter on Equality entitled Measures for the implementation of the basic strategies at the national level: Constitutional and legal (Paragraphs #60 - #76).

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO LEGAL RIGHTS

TOPIC	FLS PARAGRAPH #
Agrarian reform	62
Custody	74
Divorce	74
Double standards	65
Civil codes	68
Convention on the Elimination of All Forms of Discrimination Against Women	60, 72, 134
Employment legislation	67, 69 - 72
Equal rights between men and women	52, 54
Family law	68
Inheritance laws	182
Legal awareness	63, 75
Monitoring	57
Research	63, 65, 66
Right to own and sell property	74, 211
Statistics	58, 64
Victims of crime	76, 288



LEGAL RIGHTS

GOVERNMENTS AGREED TO:

-Disseminate information to women on their rights and entitlements, through collaborative action with various ministries and government agencies and with NGOs and indigenous women's societies and groups.

-Ensure that the judiciary and all paralegal personnel are fully aware of the achievement by women of rights set out in internationally agreed instruments, constitutions and the law.

-Integrate information on the relationship between law and the role, status and material circumstances of women into the curricula of relevant educational institutions.

-Institute programmes that would inform women workers of their rights under legislation and other remedial measures.

THE ISSUE:

Creating legal awareness and understanding

GOVERNMENTS AGREED TO:

-Set up law reform committees with equal representation of men and women from Governments and NGOs to review all laws and determine research-related activities, amendments and need for new legislation.

-Collect statistics and make periodic assessments to identify stereotypes and inequalities and to measure progress in the elimination of inequities.

-Encourage private and governmental national research institutions to undertake investigations of the relationship between the law and the role, status and material circumstances of women.

-Promote in-depth research to determine instances where customary law may be discriminatory of women's rights and identify existing laws which may retard progress in implementing new legislation.

THE ISSUE:

Reviewing existing laws to identify those that are discriminatory

MONITORING THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN.

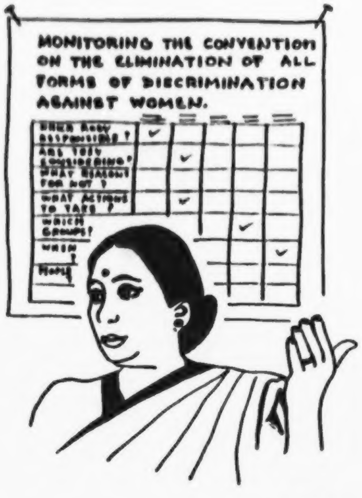
LEGAL RIGHTS

Monitoring your government's progress on:

THE STRATEGY

"Governments that have not yet done so are urged to sign the Convention on the Elimination of All Forms of Discrimination against Women and to take the necessary steps to ensure its ratification..."

FLS Paragraph #60


MONITORING THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN.
WHICH BODY RESPONSIBLE?
ARE THEY CONSIDERING?
WHAT REASONS FOR NOT?
WHAT ACTIONS TO TAKE?
WHICH GROUPS?
WHEN?
HOW?

ASW

The Convention on the Elimination of All Forms of Discrimination Against Women

The UN Convention on the Elimination of All Forms of Discrimination Against Women is, in essence, an international bill of rights for women. The Convention was adopted by the UN on 18 December 1979. As of October 1986, 91 countries had acceded to or ratified the Convention. For ratifying countries, the Convention becomes an international treaty, obligating them to pursue a policy of eliminating discrimination against women. Ratifying countries also obligate themselves to report to the Committee on the Elimination of Discrimination Against Women (CEDAW) within one year of ratification and every four years thereafter.

The Convention binds governments to the following:

*To enact laws which embody the principle of equality;
*To ensure full development and advancement of women;
*To modify social and cultural patterns based on stereotyped sex roles;
*To suppress the traffic in women;
*To permit women to change or retain nationality;
*To ensure equal rights to all forms of education;
*To ensure equal opportunities for employment;
*To ensure equal access to health services and appropriate services for maternity;
*To ensure the application of all its provisions to rural women.

Together with the FLS document, the UN Convention on the Elimination of All Forms of Discrimination Against Women is one of the most important international initiatives to come out of the Decade for Women and can be a powerful tool for supporting your own social change campaigns. Whether your country has ratified this Convention or not, there are a variety of monitoring actions you might want to take. The following pages suggest some ideas for moving this Convention further.

(The full text of the Convention is available in Arabic, Chinese, English, French, Russian and Spanish. It can be obtained from: UN Branch for the Advancement of Women, Room E-1283, Vienna International Centre, PO Box 500,A-1400, Vienna, Austria. If your country has ratified the Convention, you can also write to the Branch at the address above for copies of your country's reports to CEDAW.)

LEGAL RIGHTS

1 Determine where your country stands in regard to the Convention and what you can do about getting it passed and implemented.

If your country HAS NOT signed or ratified the Convention, find out:

1. Which government body is responsible for deciding whether to ratify?
2. Is it considering the Convention?
3. What are the reasons for not ratifying?
4. Are there actions which must be taken before your country can ratify?
5. Are there groups in your country working on this issue? Which ones?
6. Is this something your group would find it worthwhile to work on? Can you build a coalition of groups that will pressure your government to ratify this convention?

If your country HAS signed and ratified, try to find answers to the following questions:

1. When did your country ratify the Convention?
2. Which government agency is responsible for reporting on it?
3. Which person in the agency has primary responsibility?
4. Have reports been submitted by your government to the United Nations?
5. Can you get copies of these reports?
6. Does the content of these reports reflect the reality of the situation in your country?
7. What is being done in your country to implement the Convention?
8. Which laws, if any, must be changed in your country to comply with the Convention?
9. Which customs or traditions in your country make it difficult to meet the standards of the Convention?
10. Has anybody from your country been elected to the UN Committee on the Elimination of Discrimination Against Women?

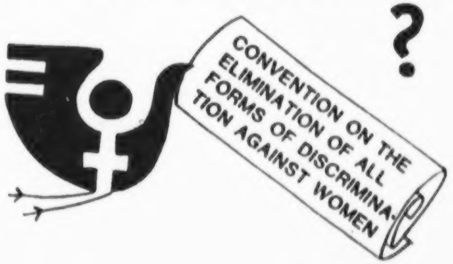
?
CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

LEGAL RIGHTS

2 Launch a public education campaign focusing on the Convention

1. Write a series of newspaper articles, organize radio interviews or distribute a factsheet describing the Convention and why it is important for women in your country.
2. Invite governmental and non-governmental representatives involved in reporting on or pressuring for ratification of the Convention to speak to civic and women's groups.
3. Speak to students and teachers in university and high school courses related to legal rights, political science or women's issues about the Convention. Perhaps one group might be willing to take on a project related to the way in which international conventions affect national efforts, using this specific Convention as an example.
4. Develop a simple poster, calendar, postcard or other visual aid that stimulates curiosity about and interest in the Convention and circulate it widely. (If your government has ratified the Convention, you might propose this campaign to the responsible Ministry and ask for financing and collaboration in undertaking an effort of this type.) Here's one idea!

WHERE DOES OUR COUNTRY STAND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CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

AS OF MAY 1987, 94 COUNTRIES HAD RATIFIED THE UNITED NATIONS CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN. FOR MORE INFORMATION ON THIS, CONTACT:

LEGAL RIGHTS

3

Form a permanent working group to consistently monitor issues related to the Convention

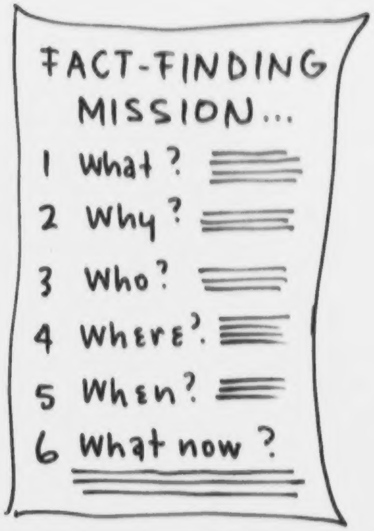
Some ideas:

1. Divide your group into different committees, based on the different sections of the Convention; i.e., an education committee, an employment committee, etc.

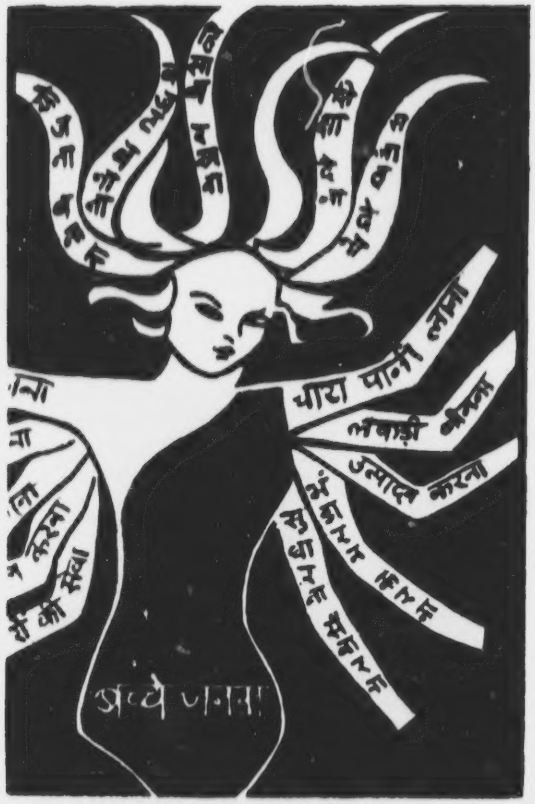
2. Have each committee undertake fact-finding missions to determine the most serious inequities women face in your own country.

3. Ask each committee to gather "evidence" related to the situation they have defined. For instance, if women's lack of participation in management and decision-making roles is defined as an important issue, ask the committee to undertake local surveys, check with appropriate ministries or research institutes, collect oral histories and/or think of other ways of collecting data that proves that the situation that exists needs to be remedied.

4. Collect and make available information on initiatives women are undertaking in relation to the Convention nationally and internationally. One source you might want to contact, both for ideas and facts, is an international non-governmental project which was formed to monitor, analyze and encourage law and policy reform in accordance with the Convention on the Elimination of All Forms of Discrimination Against Women. The project is called The International Women's Rights Action Watch (IWRAW) and can be contacted at: IWRAW, Public Policy and Development Project, Humphrey Institute of Public Affairs, University of Minnesota, 301-19th Avenue South, Minneapolis, MN 55455 USA.


FACT-FINDING
MISSION...
1 What?
2 Why?
3 Who?
4 Where?
5 When?
6 What now?

MEDIA & COMMUNICATIONS



Adapted from a poster made during an FAC-FFHC/AD workshop held at Skills, Madras. Produced by Kali for Women, India

INTRODUCTION

The sections of the FLS document that deal specifically with women's participation and portrayal in communications and media are the section on Communications (see paragraphs #206 - #208), listed as an area for specific action in the Development section, and a section entitled Information Dissemination (paragraphs #366 - #372), which covers the issue from a United Nations perspective.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON MEDIA AND COMMUNICATIONS

TOPIC	FLS PARAGRAPH #
Access to information about disarmament	254
Advertising	85, 206, 367
Audio-visual techniques	314
Computers	369
Cultural media	206, 368
Dissemination of information to rural women	181
Dissemination of information about peace	274, 368
Dissemination of information about the Decade for Women and FLS	368, 372
Education and training	207
Elimination of negative stereotypes of women	56, 77, 85, 206, 228, 314, 367

TOPIC	FLS PARAGRAPH #
Environmental awareness	226
Information networks	208, 314, 364
Mass communication networks	207
National information campaigns	181, 366
Open air films	181
Pornography	85
Regional information systems	364
Training of women	369
UN radio programmes and films	370
Use of media to create political awareness	90, 126
Women as decision-makers in communications	85, 206, 207

MEDIA & COMMUNICATIONS

THE ISSUE:

Eliminating negative and stereotyped images of women in the media

GOVERNMENTS AGREED TO:

-Eliminate discriminatory, stereotyped and degrading images of women in the media.

-Launch comprehensive and sustained public campaigns using media and traditional institutions of communications to challenge and abolish all discriminatory perceptions, attitudes and practices by the year 2000.

-Take steps to control pornography and portrayal of women as sex objects.

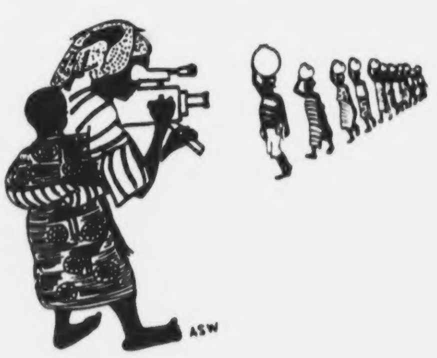
-Involve women in making decisions about all public information efforts.

-Introduce measures to ensure that women participate in council and review bodies that regulate mass media, including advertising.

-Promote women's cultural projects that change traditional images of women and men.

-Mobilize mass media to ensure public consensus on the need for men to share child-rearing responsibilities.

-Support the United Nations in carrying out studies on sex stereotyping in the mass media and in advertising.



THE ISSUE:

Promoting women's information networks

GOVERNMENTS AGREED TO:

-Support groups that promote the role of women as active participants in development to set up effective information/communication networks.

-Foster international cooperation related to women's sharing of experience.

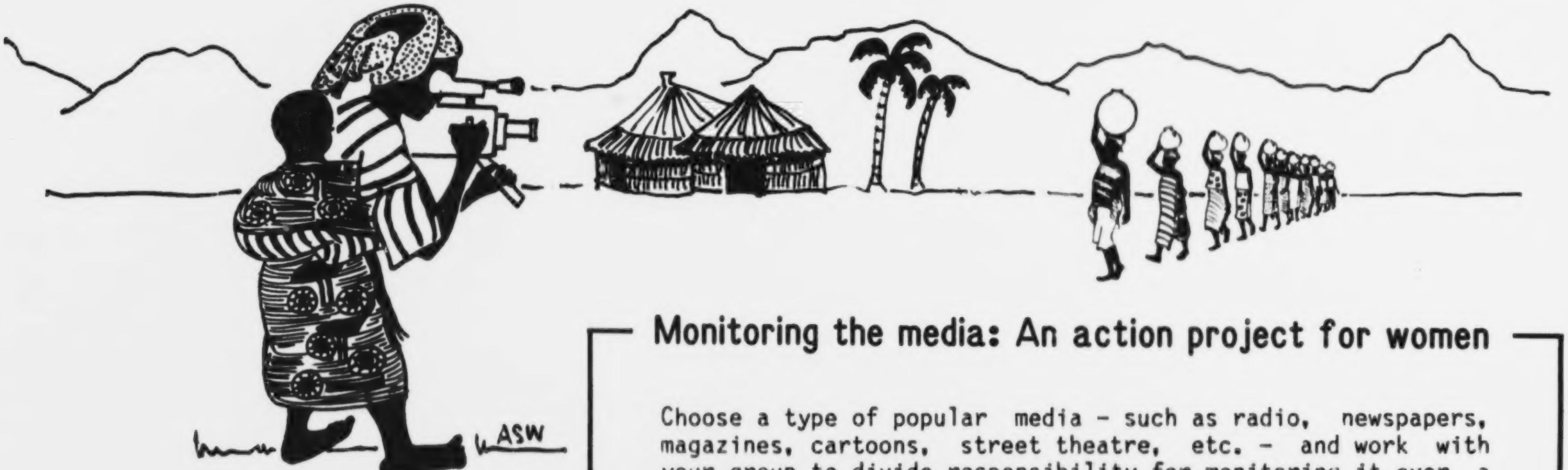
-Rely on information networks to publicize the FLS document and the goals of the Decade for Women, as well as women's programmes and activities.

-Increase availability of training for women in the use of audio-visual forms of information dissemination and in use of computers.

african
media
women

F.A.M.W.

MEDIA & COMMUNICATIONS



Monitoring the media: An action project for women

Choose a type of popular media - such as radio, newspapers, magazines, cartoons, street theatre, etc. - and work with your group to divide responsibility for monitoring it over a one-month period. Use the form on the following page to fill in information about what gets reported on and by whom.

After collecting information, organize a meeting to review results. Is there a difference between subject matter chosen by women who create media as opposed to men who create media? What was the percentage of women involved in making media; i.e., how many women reporters, broadcasters, writers, etc.? What patterns are there in the messages about women in the media you studied? What important events or actions related to women's issues, if any, have occurred during the time you studied the media, and how were these reported?

Depending upon what you find, you may want to develop a campaign to share your results with government or media decision-makers, media professionals, or other women's groups.

THE STRATEGY

"High priority should be given to the substantial and continuing improvement in the portrayal of women in the mass media."

FLS Paragraph #85

MEDIA

Monitoring the media: An action project for women

Newspaper ______________________________
(name)

Date	Reporter's Name	Sex	Title of Article	Section of Newspaper	Comments

Total number of articles: ____ % articles on women's issues: ____ % male reporters ____ % female reporters

% of articles on women: In politics ____ In business ____ In social civic issues ____ As crime victims ____

Other ______________________________

MEDIA

A newspaper monitoring project in Thailand

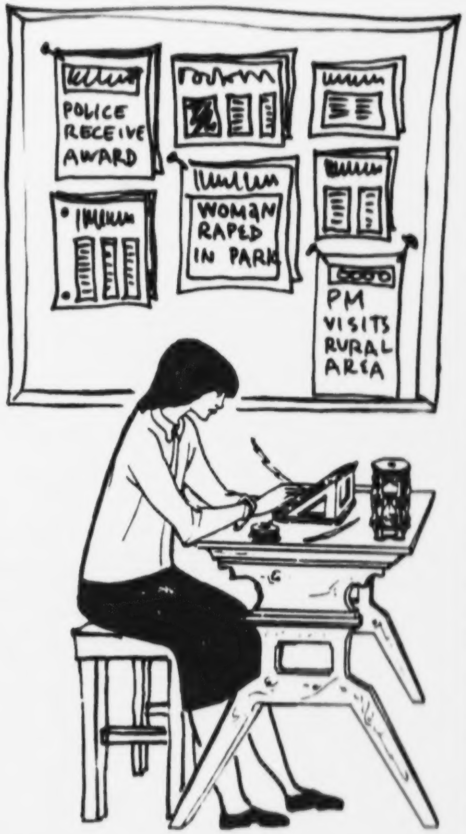
Most journalists agree that the front page of a newspaper has a stronger impact on readers than the inside pages. A mini-survey recently undertaken by Thai women journalists demonstrated that while women in Thailand do sometimes make the front page, it is generally not on the basis of what they accomplish, but rather what happens to them, as when they are victims of rape and other crimes.

The survey was presented at a recent seminar of Thai women journalists organized by the Press Development Institute of Thailand with funding from the United Nations Educational, Scientific and Cultural Organization (UNESCO). The survey examined the number and categories of news items on women in both the front and inside pages of seven major Thai dailies from November 1985 to April 1986.

In contrast to the front pages, the survey found that inside pages of Thai newspapers generally contained news on women's development, jobs or careers and successful endeavours. Participants suggested one reason for the absence of positive news about women on the front page may be due to the fact that the editorial staff in charge of the front pages are mostly men. Additionally, front pages are usually reserved for reporters that cover the "crime beat," an assignment that is not generally given to women.

In addition to discussing coverage of women's news, the 14 participants at the seminar - 12 of whom were from daily newspapers and 2 from magazines - also talked about their problems and successes as women reporters. One participant pointed out that the assignment of a low status to women's concerns in newspapers was complicated by the fact that even women reporters view the women's page as the "lowest" place in a newspaper.

FROM: DEPTHNEWS WOMEN'S FEATURE, "Newshens Decry Sexist Bias in Thai Media," by Urai Singhpaiboonporn, February 1987



Adapted from a graphic in: Network of Saskatchewan Women, (Canada) Nov.1985

A television monitoring project in Korea

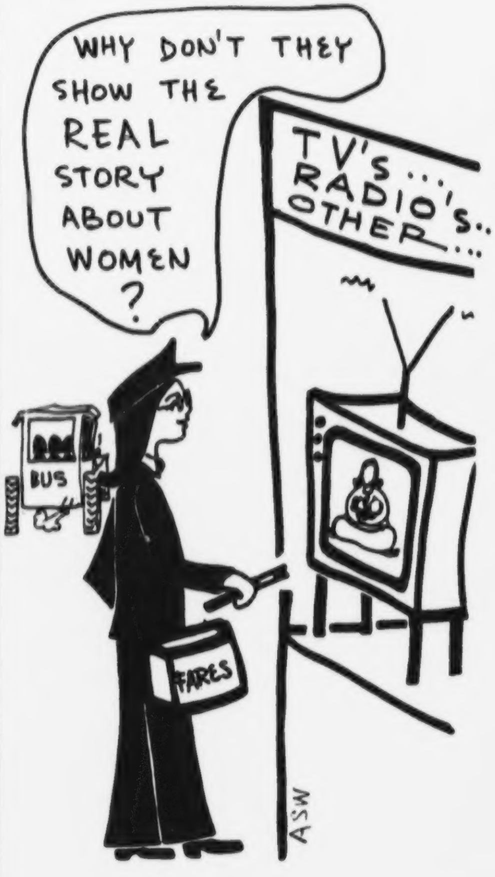
Suspecting that mass media in Korea is one factor in holding back efforts to achieve sexual equality, the Korean Women's Development Institute (KWDI) undertook a research project, in 1986, which analysed gender roles in Korean TV programmes. The study looked at 17 popular dramas, four comedies and 80 commercials broadcast during four weeks on major TV stations.

Some findings of the research included: 1) Men often appeared on TV as medical doctors, managers and scientists, while women were depicted as nurses, secretaries and waitresses; 2) Women appeared more often in home settings and men in office settings. Of the men appearing in home settings, not one was shown doing dishwashing or cleaning; 3) In commercials, 31.3% of women appeared as housewives; 32.6% of men appeared as businessmen, musicians, university professors and researchers; 4) The primary roles for men in commercials were as users or beneficiaries of a product, whereas women played service roles or acted as decoration to make the products look more appealing.

On the positive side, the KWDI report noted that men and women appeared in almost equal numbers in the media, and the depiction of career women had increased from the past.

The study has stimulated interest amongst Korean women, who have organized groups to monitor programmes. These groups compile evaluation sheets and recommendations which they regularly send to broadcasting companies. They have also been organizing seminars on women and media to draw public attention to the issue and attract widespread involvement in pressuring companies to change their biases on the part played by women in society to a more realistic and positive image, particularly in media presentations.

FROM: DEPTHNEWS WOMEN'S FEATURE, "Feminists Hit Type-Casting in Korean TV," by Sung-Ja Chang, March 1987


WHY DON'T THEY SHOW THE REAL STORY ABOUT WOMEN ?
TV'S... RADIO'S... OTHER...
BUS
FARES
ASW

MIGRANTS & REFUGEES

INTRODUCTION:

The special issues and needs of refugee and migrant women are highlighted in paragraphs #298 - #301 of the Forward Looking Strategies document. These paragrahs refer frequently to the importance of providing special educational, social and humanitarian programmes to assist the settlement of these groups of women.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD - LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO REFUGEES AND MIGRANTS

TOPIC	FLS PARAGRAPH #
Asian refugees	246
Cultural values	301, 302
Double discrimination	301, 302
Education	299, 301
Health	298, 303
Infant/maternal mortality	303
Language problems	302, 303
Migrant workers	300
Palestinian women	260
Prejudice	300
Relief programmes	299

MIGRANTS & REFUGEES

GOVERNMENTS AGREED TO:

-Give special attention to the double discrimination migrant women face.

-Provide for protection and maintainance of the family unity, employment opportunities and equal pay, equal conditions of work, health care and benefits in accordance with existing social security rights.

-Ensure education and professional training opportunities to the second generation of migrant women, to allow them to integrate themselves in the countries of adoption.

-Take steps to ensure that migrant women do not lose the cultural values of their countries of origin in the process of integration.

THE INTERNATIONAL COMMUNITY AGREED TO:*

-Provide specialized and enlarged assistance to refugee and displaced women in special problems, including physical debility and safety, emotional stress and socio-psychological effects of separation or death.

-Recognize and enhance the potentials and capacities of refugee and displaced women.

-Seek to eliminate the root causes of the flow of refugees and to find durable solutions leading to their voluntary return to their homes in safety and honor.

-Continue to provide relief assistance and programmes to returnees and displaced women and children.

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*The majority of the section on refugee women refers to desired actions of the international community rather than governments as appears in other sections of the FLS document

THE ISSUE:

Migrant women

THE ISSUE:

Refugee women

164

165

MIGRANTS & REFUGEES

THE STRATEGY

"A lasting solution to the problem of refugees and displaced women... should be sought in the elimination of the root causes..."

FLS Paragraph #299

Monitoring international actions on behalf of refugee and migrant women

The economic, political, social and cultural rights of migrant and refugee women have become a source of increasing concern to the international community, as the worldwide population of refugees and migrants increases. While refugee and migrant men and women together suffer the effects of racism, poverty, exploitation and many other results of their being uprooted, refugee and migrant women are very often exploited, ignored or marginalized in the extreme.

The Decade for Women has been one factor in focusing the international community's attention on the plight of refugee and migrant women. Many national, regional and international meetings and projects have been organized to consider refugee and migrant women's issues and the passage or revision of international declarations and legal instruments related to the rights of refugee and migrant women. However, how many of these actions actually involve or solicit input from migrant and/or refugee women themselves? How many of these meetings or declarations take up the challenge of the FLS document to seek to eliminate the root causes of the need to take refuge or to migrate?

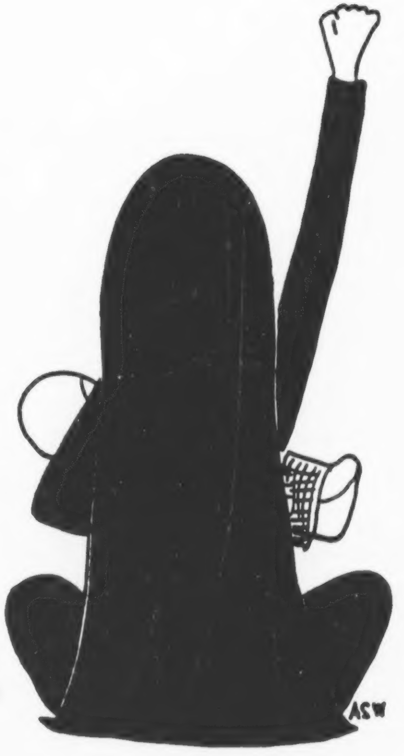
One action-oriented idea is to take a critical and constructive look at international initiatives - i.e., meetings, declarations, etc. - that attempt to consider the situtation of migrant and refugee women. On the following pages are some ideas for ways of monitoring these efforts and making recommendations for improving their relevance.

MIGRANTS & REFUGEES

Monitoring international actions*: Some questions to ask

1. Do sexist language and assumptions appear in the declarations, meeting documents etc.? (For instance, is there frequent reference to 'heads of households' with the assumption that the head of household is a man?)
2. Do meetings or projects that claim to be 'international' truly have worldwide representation and include participants from Third World countries from which refugees or migrants come? Or, is it primarily donor or receiving countries that are participating?
3. Are refugee and/or migrant women present as speakers and resource people on panels and in workshops? Or, are "experts" looked to for all opinions, facts and recommendations?
4. Are migrant and/or refugee women involved in setting agenda and priorities for action?
5. Is there participation and input from NGOs that have sprung from and work directly with migrant and refugee women?
6. Are the fundamental reasons for migration and refuge being confronted? (i.e., acknowledgement of such issues as the global imbalance of resources, exploitation of Third World countries and citizens, etc.)
7. Are there alternatives? Can you, in taking a critical look at the actions undertaken by governmental and non-governmental international organizations, make constructive suggestions about strengthening their efforts? Or, can you suggest ways that migrant and refugee women can organize themselves to complement these efforts?

*International actions refers to a host of initiatives, including meetings, seminars, declarations and legal documents, publications and position papers, etc.



MIGRANTS & REFUGEES

An example of a critique of an international meeting on migrant women

Geneva, April 1981

"The Intergovernmental Committee for Migration (ICM) held a 5-day seminar, "Situation and role of migrant women: Specific adaptation and integration problems." Representatives from 36 nations' governments and a number of inter-governmental and NGOs were present. The programme pretended to be worldwide - yet, due to an uneven global representation, it was...the Western governments ideas about migrant women's problems which were aired.

For us two observers - women from Asia and migrants in Norway - the seminar seemed to grasp only the superficial symptoms of migration: cultural dilemmas, identity problems, language barriers. (There was) the official tendency of stroking the surface rather than discussing more fundamental reasons of migration and refuge, namely a global imbalance of resources, Western exploitation of Third World countries and citizens, and wars fought on the soil of the Third World.

The conference was held in the spirit of the industrialised nations' noble ideals of what migrant women's integration and adaptation should look like, and which areas might be subject to reform within the existing judicial and economic framework of participating nations. But what good is language-training in a society where people refuse to speak to you? What is the point of improving working conditions if the labour-market itself is not controlled politically? How can mass-media projection of immigrants be more "just" when Western migration policies themselves are basically racist?

We wonder whether increased participation of migrant women would really lead to a more balanced discussion in such fora where the power structure, norms of procedure and the very topics of discussion are already set?

What then is the alternative? We feel it must be an entirely different forum in which the "objects" - the migrants themselves - set the terms and are the main participants. We would like to see immigrant organisations working towards this goal: creating an alternative political forum on an international level in which we can discuss our problems within a framework which we ourselves have created."

Fakhra Salimi and Nita Kapoor
Members of The Foreign Women's Group, Norway

MIGRANTS & REFUGEES

Reviewing international agreements

Another idea is to become familiar with and obtain copies of international conventions, declarations and agreements related to refugee and migrants that the international community has committed itself to. For instance, the International Labour Organisation (ILO)* has developed a number of conventions related to migrant workers. Two which you might refer to are:

ILO Convention No. 97 - Migration for Employment Convention

ILO Convention No. 143 - Migrant Workers Supplementary Provisions

Some activities to undertake once you have obtained copies of the agreement include:

1. Find out if your country has ratified the convention.
2. Find out which agencies and persons within your government are responsible for monitoring and reporting on the convention.
3. Review the convention to see where it needs to be strengthened and if it fully considers the needs and rights of refugee and migrant women. Write to appropriate agencies, both in your government and internationally, to make suggestions.
4. Make contact with national and international groups that are concerned with rights of refugees and migrants.

*For more information on ILO Conventions, contact: ILO, Office of Women Workers, CH-1211 Geneva 22, Switzerland

PEACE

INTRODUCTION

The chapter devoted to Peace in the Forward Looking Strategies document includes sections on: A. Obstacles; B. Basic strategies; C. Women and children under apartheid; D. Palestinian women and children; E. Women in areas affected by armed conflicts, foreign intervention and threats to peace; F. Measures for the implementation of the basic strategies at the national level (paragraphs #232 - #276). In addition to a lengthy special section, the issue of peace is referred to throughout the document.

On the following page are examples of two issues that are covered in the peace section of the FLS document.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON PEACE

TOPIC	FLS PARAGRAPH #
Apartheid	232, 234, 245, 259
Arms race	233, 250
Central America	247
Colonialism	232, 234
Disarmament	236, 241, 264
Imperialism	232, 234
Palestinian women and children	260
Participation of women negotiators	238, 267

TOPIC	FLS PARAGRAPH #
Peace research and education	272 - 276, 255, 344
Racism	232, 234
Refugees	246
Terrorism	232
Violence against women	245, 258, 271, 287, 288, 290

PEACE

GOVERNMENTS AGREED TO:

-Support women's grass roots organizations, women artists, journalists, writers, educators and civic leaders in efforts to promote peace.

-Cooperate with educational institutions, professional associations and NGOs to involve women in producing books and educational programmes on peace, including case studies of peaceful settlements of disputes, non-violent movements and passive resistance.

-Provide opportunities for women to organize and choose studies, training programmes and seminars related to peace, disarmament and the peaceful settlement of disputes.

-Discourage the spread of children's games, publications and other media that promote war, agression, cruelty, excessive desire for power and other forms of violence.

GOVERNMENTS AGREED TO:

-Encourage the full and effective participation of women in negotiations on international peace and security.

-Intensify efforts to overcome prejudices, stereotypes and denial to women of career prospects and educational opportunities so that their equal participation with men in international and diplomatic service is secured.

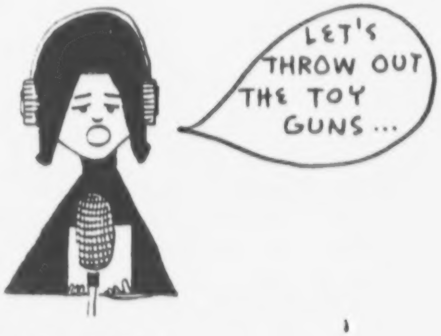
-Provide assistance to women's sections of national liberation movements in order to strengthen their work and prepare them to play important roles in the present struggle and nation-building after liberation.

-Provide financial support for women to take university courses in government, international relations and diplomacy so that they acquire professional credentials to work on peace and international security issues.

-Emphasize grass roots participation and cooperation of women's organizations with other NGOs in the process of securing peace.

THE ISSUE:

Women's participation in promoting education for peace


LET'S THROW OUT THE TOY GUNS...

THE ISSUE:

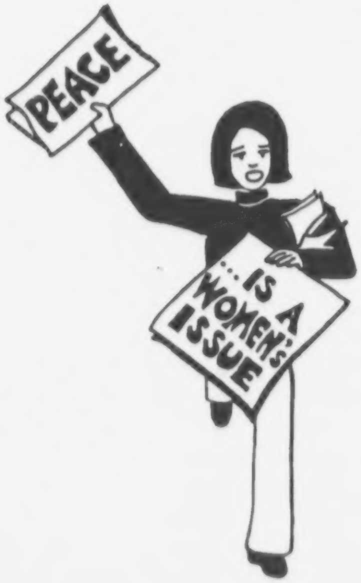
Participation of women decision-makers in peace efforts

PEACE

THE STRATEGY

"Governments, non-governmental organizations, women's groups and the mass media should encourage women to engage in efforts to promote peace education in the family, neighbourhood and community"

Paragraph #272



Building peace awareness: A consciousness-raising activity

The Forward-Looking Strategies document urges women to make education for peace their ongoing concern. One simple tactic women can use is provided on the next page. It focuses on the issue of nuclear arms build-up and militarism, and looks at the costs associated with militarism in human terms. You can use this questionnaire in a number of ways:

IDEA #1 - Make copies of the questionnaire for each family member, ask your family to gather together, and have them fill it out. You can then read the answers and discuss these with your family, as well as talk about other questions they have about peace issues and what they can do to learn more.

IDEA #2 - Use the questionnaire in a similar manner with any women's professional, social or civic group with whom you work. Even if peace is not an ongoing group concern, the questionnaire is an informal way of raising peace issues and building awareness amongst group members.

IDEA #3 - Try to convince a local newspaper to publish the questionnaire so that your community has an opportunity to fill it out. Hopefully, in completing the questionnaire, they will begin to think about militarism and its effect on their personal lives in a new way.

In whatever way you choose to work with the questionnaire, it will also be important to think of more activities, sources of information and other organizations with whom you can work to influence your government to pressure the international community to work for the elimination of militarism and for a true commitment to global peace.

The example on the following page was prepared by the "Women for Peace" movement in Basel, Switzerland, based on facts taken from a report of SPIRI, the International Institute for Peace in Stockholm, Sweden. The questionnaire was used at the World YWCA/WCC Consultation on Militarism in Annecy, France, in March 1980, and is now part of the World YWCA Peace Awareness Packet.

A QUESTIONNAIRE

HOW MUCH DO YOU KNOW ABOUT WAR?

MARK YOUR REPLIES WITH A CROSS

1. What quantity of explosives is available now per inhabitant of the world

a) 1 kg. TNT ___ b) 10kg. TNT ___ c) 15,000kg. TNT ___

2. Where are the most atomic weapons to be found?

a) in the USSR ___ b) in Europe ___ c) in the USA ___

3. How much is spent in the world per minute on armaments?

a) $50 ___ b) $5,000 ___ c) $850,000 ___

4. How many children in the world die of hunger every minute?

a) 4 children ___ b) 20 children ___ c) 40 children ___

5. For every 10 scientists in the world, how many work to develop armaments?

a) half ___ b) one-third ___ c) one-quarter ___

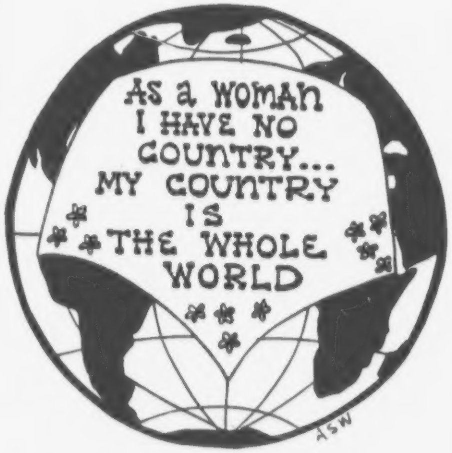
6. Compared with the annual expenditure on development, how much is spent on armaments?

a) same amount ___ b) twice as much ___ c) 15 times as much ___

7. The running expenses of a submarine of the "Trident" type corresponds to the amount spent on education for:

a) 1,000,000 children__ b) 10,000,000 children__ c) 16,000,000 children ___

PEACE



FROM THE GLOBE OUTSIDE THE
PEACE TENT...
NAIROBI, KENYA, 1985

HOW MUCH DO YOU KNOW ABOUT WAR? (continued)

8. How many planes of the "Mirage" type can be bought with the sum needed to build a medium-sized hospital?

   a) 3 planes ___ b) 30 planes ___ c) 300 planes ___

9. Military expenditure in the Third World has increased during the past 2 years by how much?

   a) doubled ___ b) tripled ___ c) quadrupled ___

10. The great powers are capable of mutually destroying each other:

    a) twice ____ b) 12 times ___ c) 20 times ___

11. During the First World War, the victims were:

    a) 5% civilian/ 95% soldiers ___ b) 40% civilian/ 60% soldiers ___ c) 90% civilian/ 10% soldiers ___

12. During the Vietnam war, the victims were:

    a) 5% civilian/ 95% soldiers ___ b) 40% civilian/ 60% soldiers ___ c) 90% civilian/ 10% soldiers ___

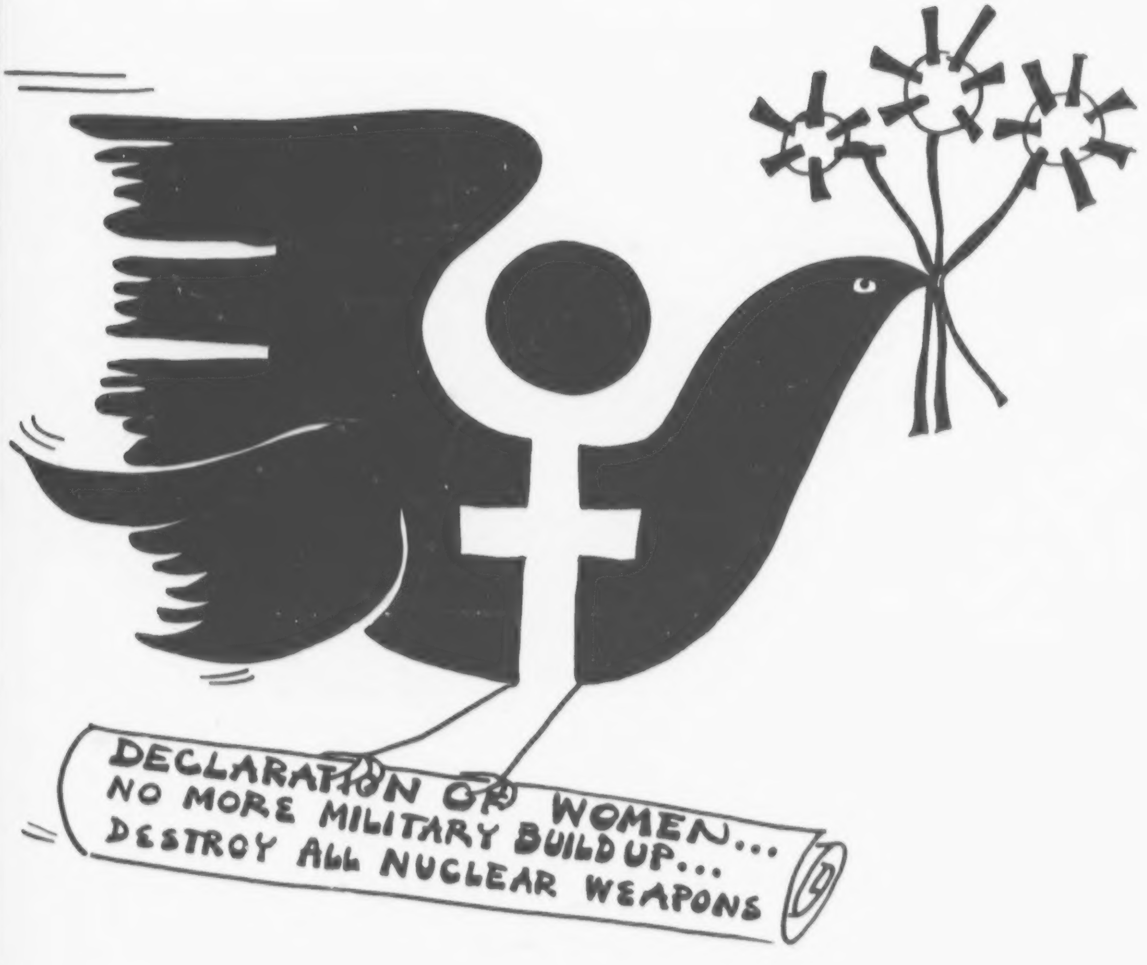
13. The General Assembly of the United Nations considers the use of atomic weapons to be:

    a) "dangerous but necessary for defence" ___
    b) "a crime against humanity" ___
    c) "only for the purpose of dissuasion" ___

ANSWERS

1. c
2. b
3. c
4. b
5. b
6. c
7. c
8. a
9. b
10. c
11. a
12. c
13. b

PEACE


DECLARATION OF WOMEN...
NO MORE MILITARY BUILD UP...
DESTROY ALL NUCLEAR WEAPONS

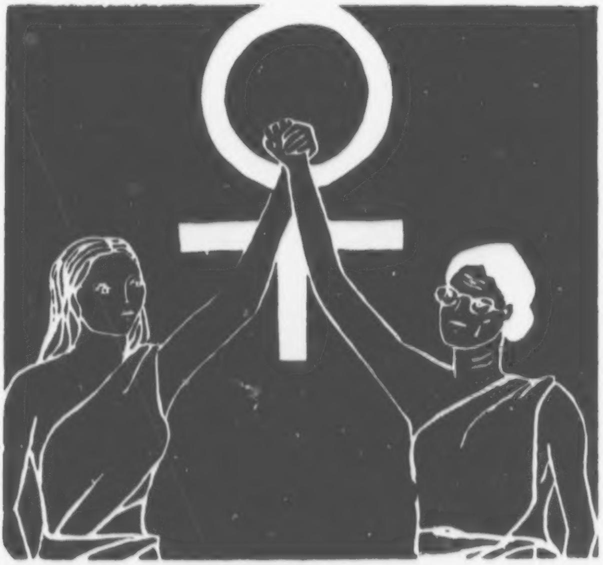
YOUNG & OLD WOMEN

INTRODUCTION:

The sections of the FLS document entitled Elderly women (Paragraph 286) and Young Women (Paragraph 287) focus, to a great extent, on recommendations related to the health, education and employment considerations of older and young women. The FLS document also recommends that immediate measures that respond to critical issues must be supplmented by long-term strategies aimed at encouraging fundamental social change.

FOR THOSE OF YOU WHO ARE USING THIS GUIDE WITH THE FORWARD-LOOKING STRATEGIES DOCUMENT, REFER TO THE TOPICS AND PARAGRAPHS LISTED BELOW FOR MORE INFORMATION ON ISSUES RELATED TO OLD AND YOUNG WOMEN

TOPIC	FLS PARAGRAPH #
Adolescent pregnancy	158, 287
Drop-out rates	165
Education	166, 169, 287
Employment	141, 146, 286, 287
Health care	152, 154, 286, 287
Housing	286, 287
Incest	287
Research	286
Sexual harrassment	287
Stereotyping	286
Training	141



Adapted from a poster made during an FAO-FFHC/AD South Asian workshop on Women and Development

YOUNG & OLD WOMEN

GOVERNMENTS AGREED TO:

-Explore ways of employing elderly women in productive and creative ways and encouraging their participation in social and recreational activities.

-Direct primary health care, health services and housing strategies at efforts to enable elderly women to lead meaningful lives as long as possible in their own homes, families and communities.

-Recognize and eliminate the negative social consequences of stereotyping elderly women.

-Encourage the media to present positive images of older women, emphasizing the need to respect their past and continuing contributions to society.

-Direct research to slowing down premature aging that is a result of stress, excessive work-load, malnutrition and repeated pregnancy.

THE ISSUE:

The way society deals with elderly women

GOVERNMENTS AGREED TO:

-Provide girls and boys with equal access to health, education and employment to equip them for adult life - particularly those girls who are socially and economically disadvantaged.

-Develop special re-training programmes for teenage mothers and girls who have dropped out of school.

-Eliminate exploitative treatment of young women at work, especially in such areas as domestic service where sexual harrassment is most prevalent.

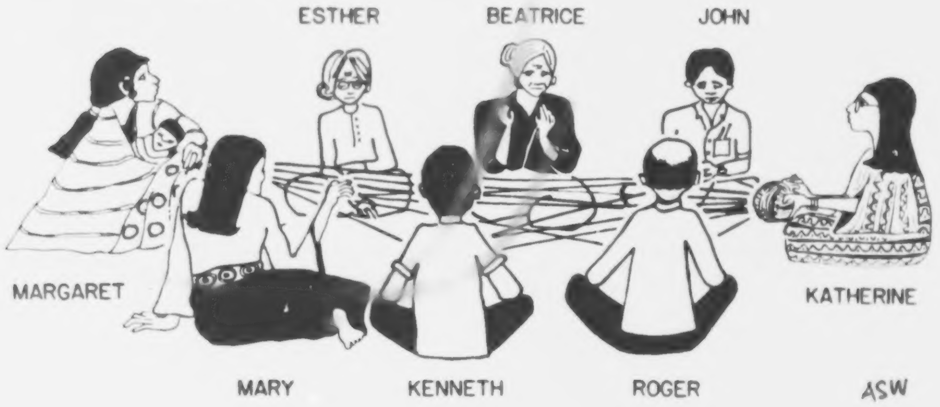
-Provide housing for young women who, because of unemployment and low incomes, suffer special problems in obtaining shelter.

-Ensure that available scholarships, boarding and lodging facilities and other forms of support from govermental, non-governmental and private sources are expanded and equitably distributed to girls and boys.

THE ISSUE:

Health, education and employment of young women

YOUNG & OLD WOMEN



THE STRATEGY

"Governments and non-governmental organizations should...explore the possibilities of employing elderly women in productive and creative ways and encouraging their participation in social and recreational activities."

FLS Paragraph #286

Involving older women in the web of life

The Forward-Looking Strategies document refers to the Report of the World Assembly on Aging, Vienna, 26 July - 6 August 1982, as a basis for its recommendations related to older women. (This report can be ordered from the United Nations, Sales No. E.82.I.16.) Building on this report, the FLS document mentions a variety of special concerns, including considerations for older women given longer life expectancy, women's need for access to husbands' pensions, etc.

However, in addition to needs, the FLS document also focuses on potential contributions of older women to dynamic national development strategies and the importance of ensuring the participation and input of the older generation. The activity on the following page is one idea for encouraging groups to explore the reasons older women are left out of development plans and to discuss ways of reversing this trend.

Following up on an activity of this nature, it may be good to also have discussions on other areas of community life from which older women are currently excluded from participating, and what kinds of practical and attitudinal changes are needed to support their greater involvement.

YOUNG & OLD WOMEN

A story about a clinic: A group activity

DIRECTIONS:

Assign the following roles to 8 people in the group:

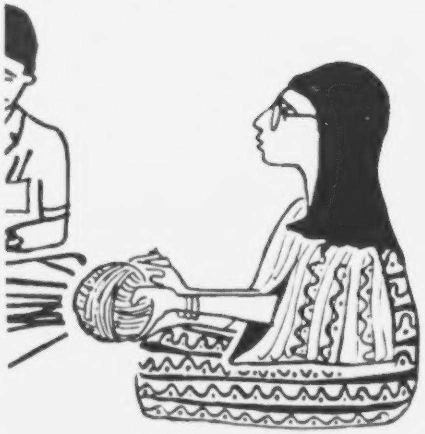
Mary, a 38-year old architect
Katherine, a 29-year village health worker
Roger, a 30-year old local council member
Beatrice, a 72-year old village woman
Margaret, a 41-year mother of four children
Kenneth, a 36-year old sanitary technician
Esther, an 80-year old school teacher
John, a 19-year old village man

Call each person to the front of the room, give her a name tag with the name assigned and explain to the group who she is.

Ask the 8 individuals to sit in a circle. Give "Katherine" a large ball of string and tell all participants that you are going to read a story describing an effort to improve the community. Tell them that every time the name of a person is mentioned, the individual playing that role should be given the ball of string. The person should wind the string around her finger (the same finger) every time her name is mentioned.

Read the following story:

Katherine is a health worker in a small village. The local council has agreed to support construction of a health clinic if the community can come up with a plan in 2 weeks. She is consulting with Kenneth and Mary about designing and building the clinic. Katherine thinks the centre should be located near the market, which is the village's centre of activity. Kenneth is concerned about how close the clinic is to sources of water and Mary, who is from outside of the village, needs ideas about the design of the clinic.



KATHERINE

YOUNG & OLD WOMEN

MARGARET

The story continues. . .

Katherine suggests that they consult the members of the community who would be most interested in the Centre. They ask John, who will oversee the construction crew, to put signs up around the village asking all who are interested to come to a meeting to discuss the clinic at 7:00pm that evening. John puts signs throughout the village and also talks to Margaret and Roger, both of whom are shopping at the market.

At 7:00pm a large crowd gathers. Katherine introduces the idea of the clinic. Mary shows possible designs and Kenneth talks about sanitation concerns. There are many people there and not many can be heard; as usual, those who are most assertive and self-confident make themselves heard most. Roger, speaking as a council member, opposes putting the clinic near the market. Margaret, a single mother whose livelihood depended on her market sales, speaks strongly in favour. Roger and Margaret dominate the meeting. John mentions that more community participation should be ensured and that they are making decisions without wide representation. For instance, Esther and Beatrice, two of the oldest members of the community, have not been consulted. Roger responds that, given their age, it would be too difficult for them to come to meetings and visit the site.

Katherine suggests that the community vote on setting up a permanent committee. Roger and Margaret are elected to work closely with Mary, Kenneth and Katherine, consulting with John on construction issues.

YOUNG & OLD WOMEN

Discussing the story afterwards. . .

POINTS FOR DISCUSSION OF THIS ACTIVITY:

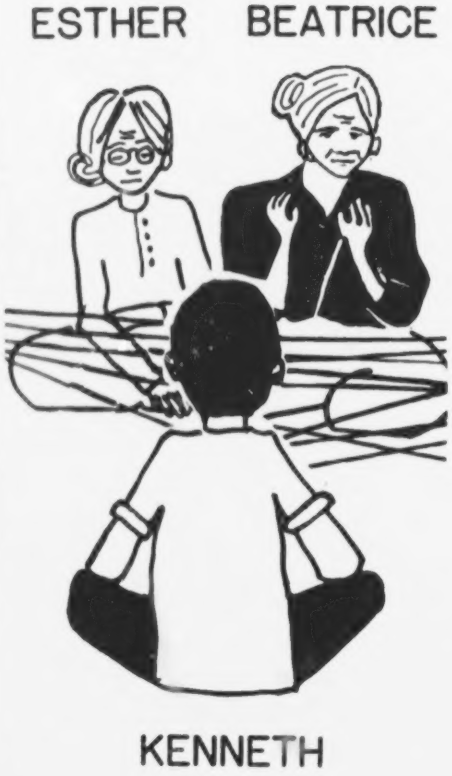
In the process of narrating the different actions people took, the ball of string has been passed to each person playing a role. The string has formed a type of web between participants. Ask them to look at the web they have created. Telling them to stay still, ask them what the web symbolizes.

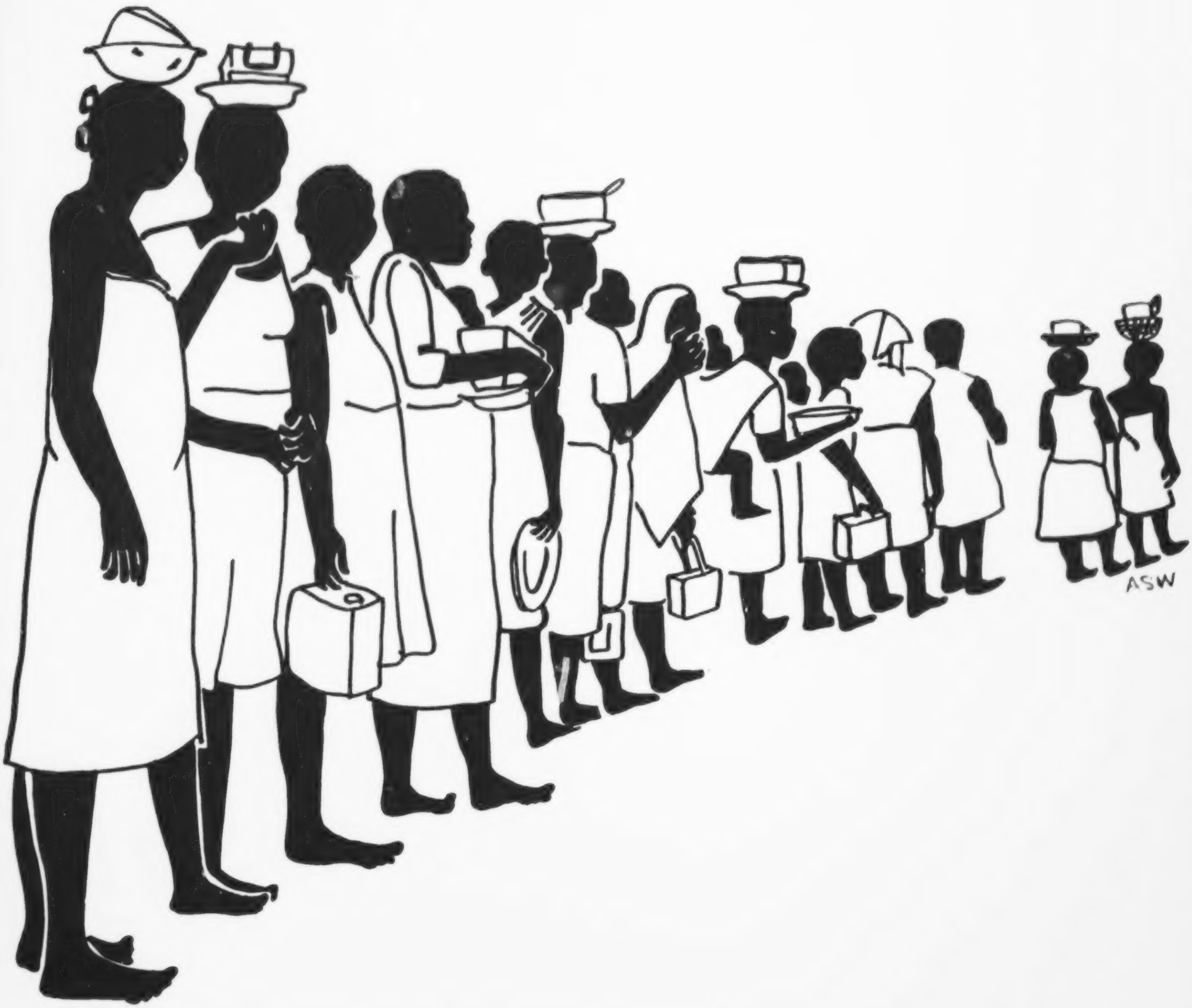
Ask the group to pull the string to make sure it is taut. Ask Beatrice to pull her finger out of the net. What happens? (It should stay taut, since she did not participate much.)

Now, ask Katherine to pull her finger out of the net. What happens? (It should sag because she is at the centre of planning and participation.)

Ask the participants what this means. Analyze the fact that it sags when Katherine pulls her finger out, but stays taut when Beatrice or Esther pull their fingers. Lead a discussion about the relevance of the exercise to the roles different members in a community play in making a project happen. (Raise the issue that because of dependence on one or two people, the whole project falls apart when one of those people pull out. If other members of the community, including the older members, had participated equally, would the web be destroyed on the basis of one person's lack of participation?)

Now bring up the issue of the involvement of older members of a community. Ask participants why it was that Beatrice and Esther did not participate. What did they think about Roger's comment? Was any special effort made to ensure that they could participate in the planning meeting? Should a special effort be made? Should they be represented on the committee? What could be done to ensure that Beatrice and Esther, or other community elders, are able to participate? What kinds of services might the health clinic neglect if Beatrice and Esther do not participate in planning?

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APPENDICES

In this section, we have included some supplementary information for those of you interested in adding to your resources and understanding of the Forward-Looking Strategies and the Decade for Women. These include:

AN INDEX TO THE FLS DOCUMENT (Page 98)
...listing the numerous issues dealt with in the official document, referenced by paragraph number.

PUBLICATIONS ABOUT THE FLS DOCUMENT (Page 101)
...including information about other publications and productions that synthesize, expand upon, or interpret the FLS document for the use of advocacy and activist groups.

DECADE-RELATED DOCUMENTS (Page 103)
...highlighting the major official documents produced during the Decade for Women (1976-1985).

COMMISSION ON THE STATUS OF WOMEN (Page 105)
...briefly covering some of the history, functions, 5-year work plan, and membership of this United Nations body that is involved in many aspects of monitoring and reporting on progress made by governments in the implementation of the Forward-Looking Strategies.

STOP PRESS! (Page 110)
...presenting recent news about United Nations actions and decisions that affect the implementation of the Forward-Looking Strategies document.

ABOUT THE INTERNATIONAL WOMEN'S TRIBUNE CENTRE (Page 111)

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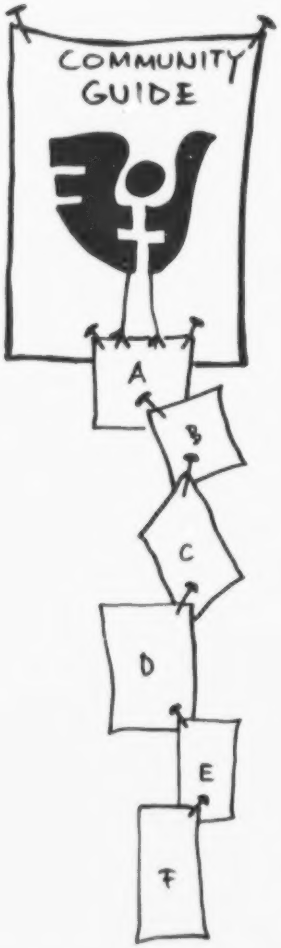


INDEX TO THE FLS DOCUMENT

As we stated previously, we have selected 13 thematic areas to highlight in this book from the many subjects referred to in the FLS document. Below is a subject guide to the numerous issues discussed. You can choose any of these and use some of our activities or your own to bring these ideas home to women's groups and others in your community.

If you are working on issues related to the following, see these paragraphs in the FLS document

Issue	Paragraph Nº
Adolescent pregnancy	158, 287
Adult education	165, 256
African food security	177
Agriculture	120, 174 - 187
Alternative media	56, 181, 206, 208, 314
Animal husbandry	180
Apartheid	232, 234, 245, 259
Appropriate technology	184, 205, 362
Battered women's shelters	231, 288
Breastfeeding	154
Central America	247
Child care	140, 155, 194, 228, 285, 295, 230
Common law families and illegitimate children	74
Communications	206 - 208
Community development	209, 225
Computers	369
Constitutional and legal guaranty of equality	51, 52, 61, 62
Consumer protection	229
Convention on the Elimination of All Forms of Discrimination Against Women	60, 72, 134
Cooperation among developing countries	124, 189(d), 322, 334
Cooperatives	142
Credit	115, 195, 211, 214, 323
Debt crisis	100, 102, 108, 112
Deforestation/desertification	222, 224, 283, 292
Disabled women	296
Dissemination of information/popular education campaigns	56, 77, 90, 126, 181 206, 208, 226, 228, 254, 274, 314, 364, 366 - 372
Divorce and custody	74
Domestic tasks	59, 73, 120, 121, 173
Domestic violence	231, 245, 271
Drugs	153
Education	163 - 173
Elderly women	141, 286
Employment-equity legislation	67, 69-71, 133, 137, 142, 143, 193, 194
Energy	218 - 223
Environment	28, 188, 224 - 227, 292, 293

INDEX TO THE FLS DOCUMENT

If you are working on issues related to the following, see these paragraphs in the FLS document

Issue	Paragraph Nº
Equal pay for work of equal value	69, 72, 137
Family planning	121, 156, 157, 159
Food production and distribution	67, 120, 174 - 187
Health care accessibility	155
Health education	150
Health monitoring	161
Housing and community development	209 - 217, 225, 289, 303
Immigrant/minority women	302 - 304
Impact on women of economic development policies	112, 197, 204
Income-generation	115, 189(c), 195, 196, 199, 211, 214, 280, 303, 323
Industry and trade	189 - 199
Informal sector (women's participation in)	67, 142, 147, 195
Inheritance rights	182
Integration of women in development programs	107 - 131, 309 - 337
International Research and Training Institute for the Advancement of Women (INSTRAW)	333, 340, 351, 353
Judiciary training	75
Land rights and family property	62, 74, 182, 211
Law reform committees	66
Legal research	63, 65
Legislation for equal rights for women	51 - 76
Literacy	164, 165
Maternal mortality	155, 303
Maternity benefits/parental leave	71, 140, 194
Midwifery/female birth attendants	149
Migrant women	67, 300, 301
Native women	302 - 304
Networking	181, 311, 355, 360, 363
Non-formal/adult education	165, 256
Nuclear energy/arms race	221, 223, 233, 244, 250, 252
Nutrition	154
Occupational health and safety	70, 139, 162, 194, 204
Palestinian women and children	260
Participation of women in development planning, decision-making and management	32, 79, 85, 87, 88, 92, 107, 111, 116, 117, 149, 163, 169, 183, 188, 190, 200, 206, 207, 223, 253, 266-270, 313, 356-365
Participation of women in the United Nations system	356 - 365
Part-time work	135, 147
Peace	232 - 276, 357, 360
Political participation	86 - 92
Pornography	85, 290
Primary health care	148, 151 - 153, 160
Prostitution	290, 291

INDEX TO THE FLS DOCUMENT

If you are working on issues related to the following, see these paragraphs in the FLS document

Racism......................232, 234
Rape........................258
Refugee/displaced women....246, 298, 299
Reproductive rights........29, 156, 159, 162
Research on women's issues.63, 65, 81, 276, 312, 345, 348 - 354, 361, 364
Rural/farm women...........62, 67, 174- 189
Scholarships for women.....166, 336
Sexual harrassment.........139
Sex stereotyping in educational materials and mainstream media..........80, 83, 85, 167, 206, 367
Single parent mothers......74, 212, 294, 295
Small business/self-employed women......................67, 113, 195 - 199, 287
Social security............140
Statistics.................58, 64, 120, 122, 130, 179
Stoves.....................221
Technological change.......191, 192, 200, 202 - 205
Trade unions...............91, 135, 332
Training programmes........116, 128, 136 - 138, 141, 144, 170 - 172, 179, 186, 190, 196, 198, 223, 336
Transport..................213 - 217
United Nations Development Fund for Women (UNIFEM)............177, 336, 340
Victims of crime...........76, 288
Violence against women.....76, 231, 245, 258, 271, 288, 290
Vocational education.......163, 170, 171, 363
Water......................28, 151, 183, 188, 210, 224, 225, 293
Women in detention.........297
Women's studies............82, 167, 168
Young women................53, 141, 146, 154, 165, 287

FORWARD-
LOOKING
STRATEGIES
FOR THE
ADVANCEMENT
OF WOMEN

PUBLICATIONS ABOUT THE FLS DOCUMENT

Important efforts have been made by various groups to present the Forward-Looking Strategies in different ways - to synthesize, to highlight, to suggest complementary activities, etc. - in an attempt to provoke and assist women to organize around the ideas and recommendations. Below is a listing of some of these efforts.

FORWARD FROM NAIROBI: STRATEGIES FOR THE FUTURE, by Marianne Haselgrave, 1985. Available from: Women, Public Policy and Development Project of the Humphrey Institute of Public Affairs, University of Minnesota, 301-19th Avenue South, Minneapolis, MN 55455, USA. 12 pages. Cost: US$3.00.

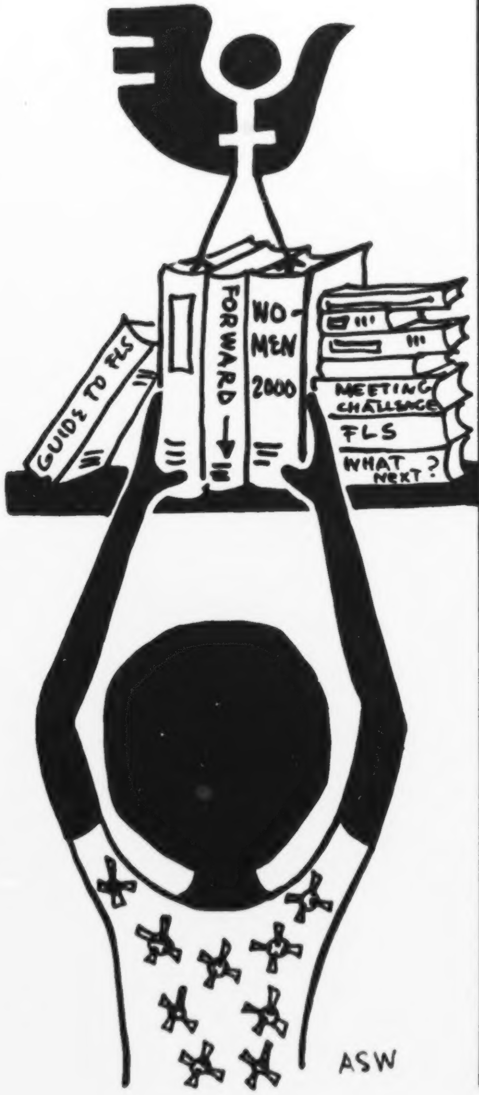
This condensed version of the FLS document contains a foreword that suggests how NGOs can be involved in implementing the strategies, followed by a condensed version of the recommendations contained in the document. Those recommendations pertaining to NGOs are highlighted for easy reference.

FORWARD FROM NAIROBI: A WORKSHOP KIT ON THE NAIROBI FORWARD-LOOKING STRATEGIES FOR THE ADVANCEMENT OF WOMEN. Produced by Status of Women Canada. Available on a loan basis only in Canada.

Developed primarily for the Canadian situation, this kit contains the FLS document, Canadian factsheets, relevant background materials on the FLS, step-by-step workshop outlines, audiovisual materials and hand-outs. Its purpose is to show individuals and groups how to use the FLS document to press for vital changes for women.

ACTION GUIDE FLS
FORWARD FROM NAIROBI
WOMEN 2000
STRATEGIES
MEETING THE NAIROBI CHALLENGE
ASW

PUBLICATIONS ABOUT THE FLS DOCUMENT



MEETING THE NAIROBI CHALLENGE: AN ACTION AGENDA FOR AMERICAN WOMEN, by Carol Leimas, 1986. Available from: American Association of University Women Educational Foundation, 2401 Virginia Ave., N.W., Washington, DC 20037 USA. 20 pages. Cost: US$5.00.

Designed for US women, this guide summarizes selected issues contained in the FLS document and provides ideas about ways in which women's groups can organize around the recommendations.

MOVING AHEAD: A GUIDE TO SELECTED THEMES FROM THE NAIROBI FORWARD-LOOKING STRATEGIES FOR THE ADVANCEMENT OF WOMEN, The Tribune, Newsletter #37/38, 1987. Available from: International Women's Tribune Centre, 777 United Nations Plaza, New York, NY 10017 USA. 64 pages. Cost: Free to people in developing countries; US$4.00 for all others.

Seven themes from the Forward-Looking Strategies are summarized in this newsletter, with ideas for group activities accompanying each theme. A brief introduction to the origins and importance of the FLS document is also provided. (The newsletter is excerpted from this training manual.)

WOMEN 2000, No. 2, 1986. Available from: Branch for the Advancement of Women, CSDHA, Vienna International Centre, PO Box 500, A-1400, Vienna, Austria. 20 pages. Cost: Free.

The special issue of this periodical summarizes reports on the actions that various United Nations agencies (such as ILO, UNICEF, etc.) are taking to implement the Forward-Looking Strategies.

DECADE-RELATED DOCUMENTS

Each world meeting of the Decade for Women produced documents that outlined strategies and/or recommendations for improving the situation of women. These are listed below.

From the World Conference of the International Women's Year (IWY) meetings, held in Mexico City, 1975:

*WORLD PLAN OF ACTION FOR THE IMPLEMENTATION OF THE OBJECTIVES OF THE INTERNATIONAL WOMEN'S YEAR, 1975

Presents a series of recommendations for ensuring the integration of women into the development process agreed to by governments at the World Conference, 1975. Divided into sections on: National Action; Specific Areas for National Action; Research, Data Collection and Analysis; Mass Communication Media; International and Regional Action; and Review and Appraisal.

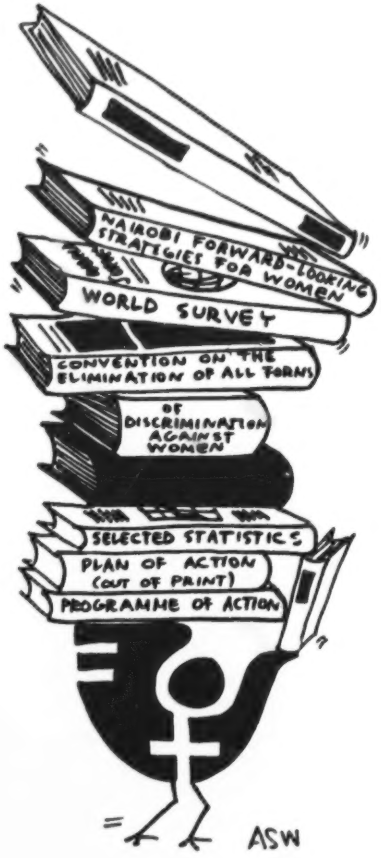
*DECLARATION OF MEXICO, 1975

Sets out 30 principles that governments participating in the World Conference of the International Women's Year (19 June - 2 July, 1975) agreed to support as a means toward achieving greater equality for and participation of women in national development.

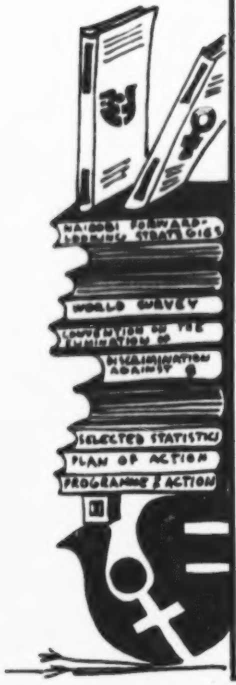
From the World Conference of the United Nations Decade for Women: Equality, Development and Peace, held in Copenhagen, 1980:

*PROGRAMME OF ACTION FOR THE SECOND HALF OF THE UNITED NATIONS DECADE FOR WOMEN, 1980

This programme was formulated at the mid-point of the Decade and resulted from debate and negotiation at the governmental World Conference in Copenhagen, 1980. It aims to strengthen strategies for removing obstacles to women's full and equal participation in development. It builds on the World Plan of Action developed in 1975.


NAIROBI FORWARD-LOOKING STRATEGIES FOR WOMEN
WORLD SURVEY
CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN
SELECTED STATISTICS
PLAN OF ACTION (OUT OF PRINT)
PROGRAMME OF ACTION
ASW

DECADE-RELATED DOCUMENTS



From the World Conference to Review and Appraise Achievements of the United Nations Decade for Women: Equality, Development and Peace, held in Nairobi, 1985:

THE NAIROBI FORWARD-LOOKING STRATEGIES FOR THE ADVANCEMENT OF WOMEN, 1985. Available in English, French, Spanish and Arabic from: United Nations Department of Public Information, DESI/DPI, Rm S1061, United Nations, New York, NY 10017 USA. Free.

(See pages 4 - 10 of this book for a full description of the FLS document, how it came into being, and what it means for women.)

WORLD SURVEY ON THE ROLE OF WOMEN IN DEVELOPMENT 1985. Available from: UN Sales Section, Rm DC2-853, United Nations, New York, NY 10017 USA. 243 pages. Cost: US$11.00.

A multi-sectoral and inter-disciplinary survey that analyses the role of women in relation to key developmental issues, such as agriculture, industrial development, finance, trade, etc. Prepared in collaboration with the different departments and agencies of the UN system.

***SELECTED STATISTICS AND INDICATORS ON THE STATUS OF WOMEN**, 1985. Expanded and updated edition will be available in 1989 from: UN Sales Section, Rm DC2-853, United Nations, New York, NY 10017 USA. Cost: Unknown.

Presents 39 statistical indicators on the situation of women in 172 countries and areas of the world.

UNITED NATIONS CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN (Adopted in 1979 by the United Nations). Available in Arabic, Chinese, English, French, Russian and Spanish from: United Nations Department of Public Information, Room S1061, United Nations, New York, NY 10017 USA. Also from: UN Branch for the Advancement of Women, Rm E-1283, Vienna International Centre, P.O. Box 500, A-1400, Vienna, Austria. Free.

This landmark Convention, which reflects 30 years of effort by the UN Commission on the Status of Women, serves as an international bill of rights for women and deals with issues ranging from sex roles and stereotyping to equality before the law. As of May, 1987, 94 countries had ratified the Convention and an additional 20 countries had signed it.

*Not currently available from the United Nations.

COMMISSION ON THE STATUS OF WOMEN

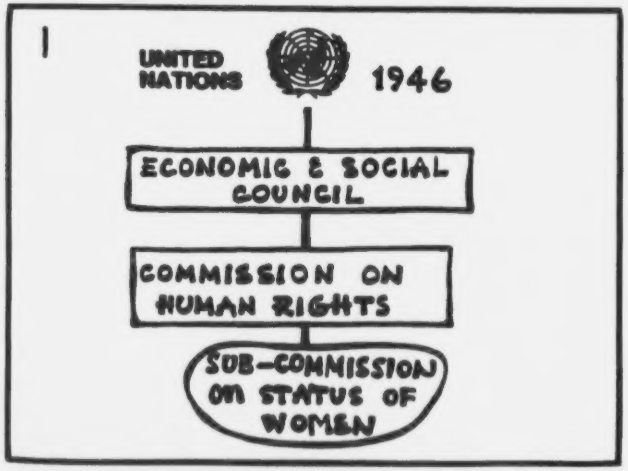
Some historical background. . .

In 1946, the United Nations was just off the ground. The establishment of a Commission on Human Rights was in a preliminary stage. But already, the few women delegates who were part of this momentous time were lobbying hard for a commission that would look into the special needs of women worldwide. After much discussion, the Economic and Social Council agreed to the establishing of a Sub-Commission on the the Status of Women, which would be a subsidiary of the fledgling Commission on Human Rights.

It remained a Sub-Commission for a record short time however! At its second session, on 21 June 1946, the Economic and Social Council, having considered the reports of the Commission on Human Rights and of the Sub-Commission on the Status of Women, decided to confer upon the Sub-Commission the status of a full commission, to be known as the Commission on the Status of Women. This makes the Commission one of the first to be set up within the United Nations system.

The Commission on the Status of Women held its first session from 10 to 24 February, 1947. It immediately proceeded to expand its terms of reference with a view to implementing the principle that men and women shall have equal rights.

Between 1947 and 1967, the major thrust of the Commission was the definition, legitimation and promotion of international norms and standards to eliminate all forms of discrimination against women. This work culminated in the adoption by the United Nations on 18 December, 1979, of the Convention on the Elimination of All Forms of Discrimination Against Women.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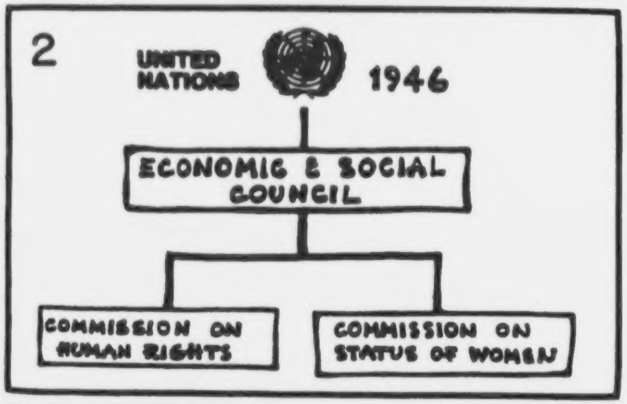
UNITED NATIONS
1946
ECONOMIC & SOCIAL COUNCIL
COMMISSION ON HUMAN RIGHTS
SUB-COMMISSION ON STATUS OF WOMEN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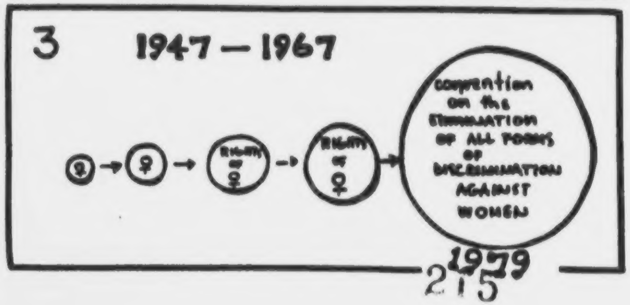
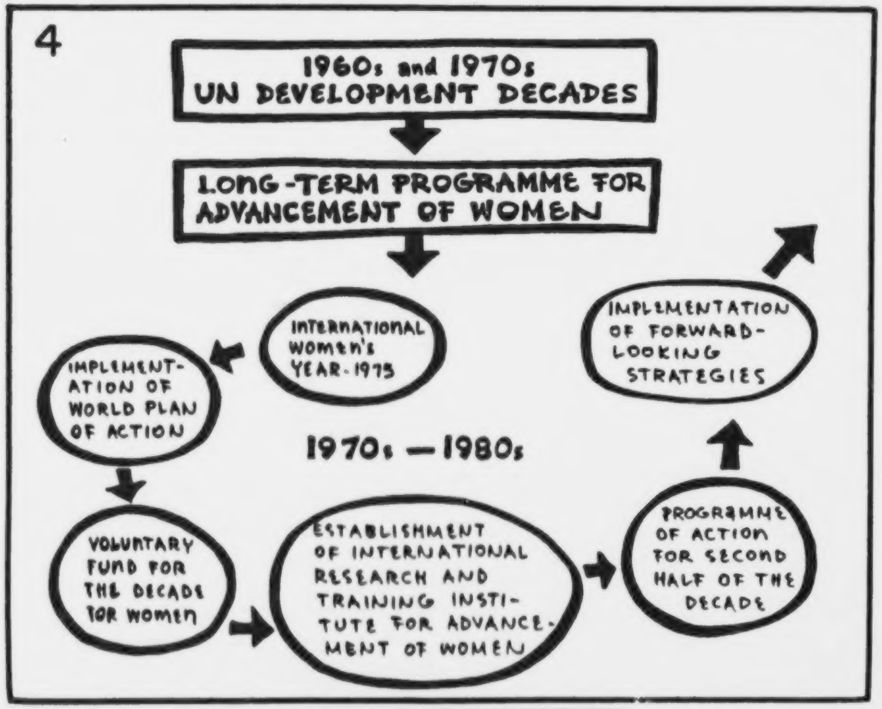
UNITED NATIONS
1946
ECONOMIC & SOCIAL COUNCIL
COMMISSION ON HUMAN RIGHTS
COMMISSION ON STATUS OF WOMEN


3
1947 — 1967
RIGHTS OF ♀
RIGHTS OF ♀
Convention on the ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN
1979

COMMISSION ON THE STATUS OF WOMEN

4


1960s and 1970s UN DEVELOPMENT DECADES
LONG-TERM PROGRAMME FOR ADVANCEMENT OF WOMEN
INTERNATIONAL WOMEN'S YEAR-1975
IMPLEMENT-ATION OF WORLD PLAN OF ACTION
VOLUNTARY FUND FOR THE DECADE FOR WOMEN
ESTABLISHMENT OF INTERNATIONAL RESEARCH AND TRAINING INSTITUTE FOR ADVANCEMENT OF WOMEN
PROGRAMME OF ACTION FOR SECOND HALF OF THE DECADE
IMPLEMENTATION OF FORWARD-LOOKING STRATEGIES
1970s — 1980s

Responding to a request by the General Assembly, and as part of the first United Nations Development Decade pronounced in the 1960s, the Commission prepared a unified long-term programme concerning United Nations assistance for the advancement of women. The Economic and Social Council felt that this programme should be expanded in its mandate, and used to assist Governments in implementing their national programmes.

Historically, this unified long-term programme put forth by the Commission on the Status of Women has been of primary importance, for out of it has come a cycle of resolutions over a 20-year period (1966-1986) concerning: International Women's Year (1975); the implementation of the World Plan of Action; the Voluntary Fund for the Decade for Women; the establishment of the International Research and Training Institute for the Advancement of Women; the Programme of Action for the Second Half of the UN Decade for Women; and the implementation of the Forward-Looking Strategies for the Advancement of Women.

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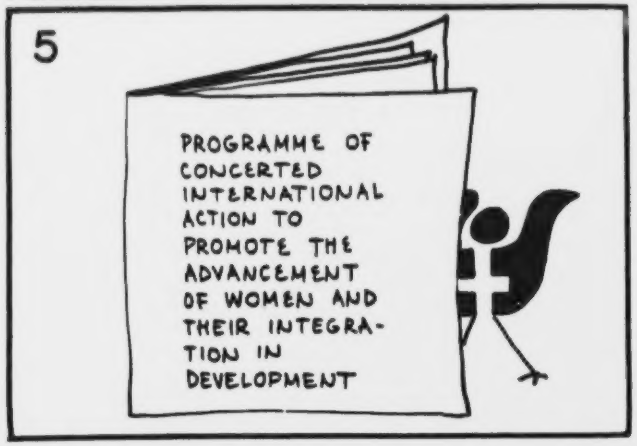
PROGRAMME OF CONCERTED INTERNATIONAL ACTION TO PROMOTE THE ADVANCEMENT OF WOMEN AND THEIR INTEGRATION IN DEVELOPMENT

The Commission linked this unified long-term programme to both the First and Second United Nations Development Decades. In 1974, the programme was renamed The Programme of Concerted International Action to Promote the Advancement of Women and Their Integration in Development.

COMMISSION ON THE STATUS OF WOMEN

From 1983 to 1985, the Commission also served in a dual capacity as the Preparatory Commission for the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women held in Nairobi, Kenya in July, 1985.

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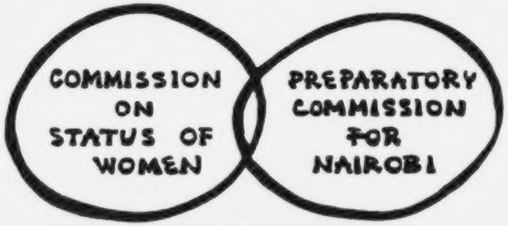

COMMISSION ON STATUS OF WOMEN
PREPARATORY COMMISSION FOR NAIROBI

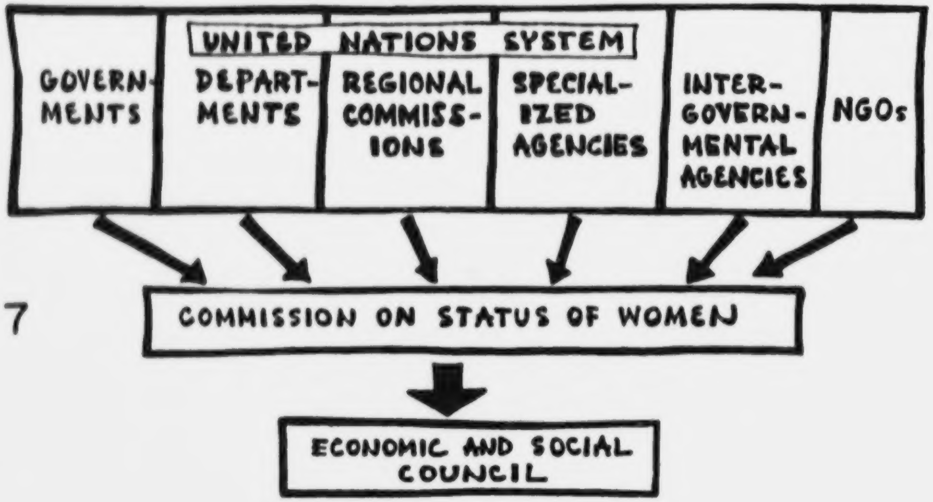
DUAL ROLES

1983-1985

In 1986, the work and importance of the Commission was further recognized when the General Assembly invited Governments, organizations of the United Nations system - including regional commissions and specialized agencies - and inter-governmental and non-governmental organizations to report periodically through the Commission to the Economic and Social Council on the activities undertaken at all levels to implement the Forward-Looking Strategies.

1986

7


UNITED NATIONS SYSTEM
GOVERNMENTS
DEPARTMENTS
REGIONAL COMMISSIONS
SPECIALIZED AGENCIES
INTER-GOVERNMENTAL AGENCIES
NGOs
COMMISSION ON STATUS OF WOMEN
ECONOMIC AND SOCIAL COUNCIL

PROCESS FOR REPORTING ON ACTIVITIES UNDERTAKEN AT ALL LEVELS TO IMPLEMENT THE

FORWARD-LOOKING STRATEGIES

COMMISSION ON THE STATUS OF WOMEN

Work plan of the Commission on the Status of Women (1988-1992)

The work plan of the Commission on the Status of Women includes the following priority themes to be covered in the next 5 years:

1988	-National machineries for monitoring and improving the status of women -Problems of rural women, including food, water resources, agricultural technology, rural employment, transportation and environment -Access to information, education for peace and efforts to eradicate violence against women in the family and in society.
1989	-Equality in economic and social participation -Education and eradication of illiteracy, employment, health and social services, inter alia, population issues and child care -Full participation of women in the construction of their countries and in the creation of just social and political systems.
1990	-Political participation and decision-making -Negative effects of the present international economic situation on achieving improvement in the status of women -Women in areas affected by armed conflicts, foreign intervention, alien and colonial domination, foreign occupation and threats to peace.
1991	-Vulnerable women, including migrant women -Machineries on the national, regional and international levels for the effective integration of women in the development process, including NGOs -Refugee and displaced women.
1992	-Elimination of de jure and de facto discrimination against women -Integration of women in the process of development -Women's equal participation in all efforts for international cooperation, peace and disarmament.

COMMISSION ON THE STATUS OF WOMEN

The Officers of the Commission for 1987 are:

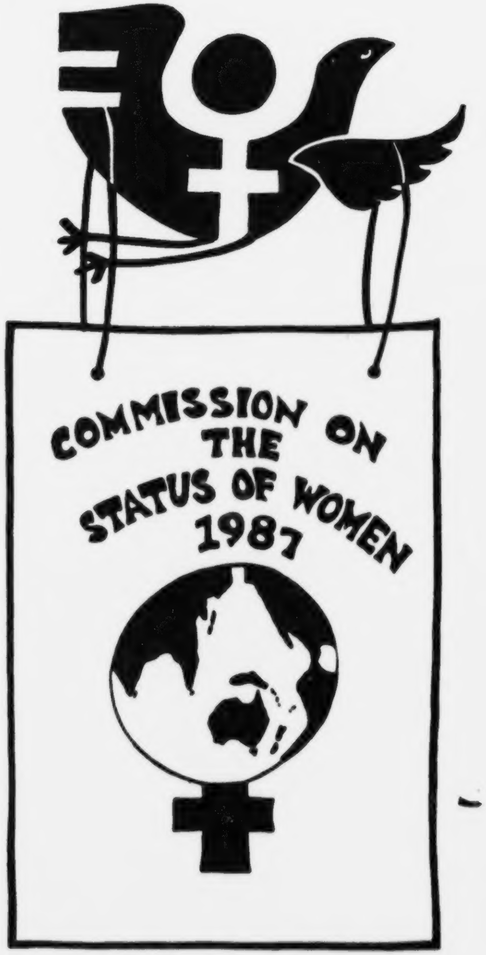
Chairwoman - Olga Pellicer (Mexico);
Vice chairwomen - Hanne Severinsen (Denmark),
Lobe Chibesakunda (Zambia)
Rabia Bhuiyan (Bangladesh);
Rapporteur - Elena Kostantinova Ramanovich (Byelorussia).

The 32 Members of the Commission in 1987 are:

- Australia
- Bangladesh
- Brazil
- Byelorussia
- Canada
- China
- Cuba
- Czechoslovakia
- Denmark
- Ecuador
- France
- Gabon
- Fed. Rep. of Germany
- German Dem. Republic
- Greece
- India
- Italy
- Ivory Coast
- Japan
- Mauritius
- Mexico
- Nicaragua
- Pakistan
- Philippines
- Sudan
- Togo
- Tunisia
- USSR
- United States
- Venezuela
- Zaire
- Zambia

The following countries have been elected to begin a 3-year term on the Commission beginning 1 January 1988:

- Burkina Faso
- China
- Costa Rica
- Cuba
- German Dem. Rep.
- Guatemala
- Lesotho
- Pakistan



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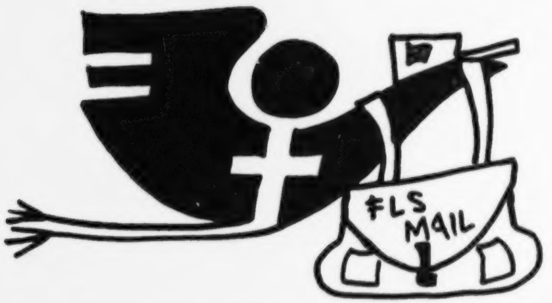


Even as this book reaches completion, decisions about the implementation of the Forward-Looking Strategies and efforts to continue initiatives of the Decade for Women are being made at the international level. Below are some of the noteworthy decisions that were made by the United Nations Economic and Social Council at the conclusion of its session in May 1987.

(1) Two world conferences on women will be held, one during the 1990s and one in the year 2000. The conferences will be called to assess, at the global level, activities undertaken to implement the Forward-Looking Strategies. The Commission on the Status of Women will be the preparatory body for these two world conferences. Dates for the meetings will be decided by the General Assembly no later than 1990.

(2) The Commission on the Status of Women will hold a special extended session in 1990 with high level representation from governments to assess progress made in implementing the FLS. Non-governmental organizations have been asked to support the preparation for this session.

(3) Recognizing the importance of the UN system in the implementation of the Nairobi FLS, the Secretary-General of the UN should take measures to develop a reporting system to monitor progress made in the advancement of women within the UN system. A report on this will be made to the 1988 session of ECOSOC through the Commission on the Status of Women.

ABOUT IWTC

INTERNATIONAL WOMEN'S TRIBUNE CENTRE

777 United Nations Plaza
New York, NY 10017, USA

The International Women's Tribune Centre (IWTC), a not-for-profit, non-governmental women's organization, is part of a worldwide women's movement given enormous impetus by the United Nations Decade for Women, 1976-1985. IWTC was set up following the International Women's Year non-governmental meeting (IWY Tribune) held in Mexico City, 1975.

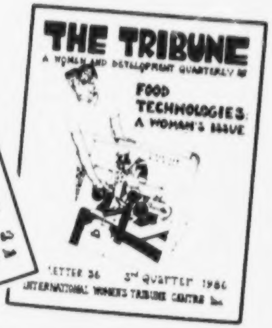
IWTC now reaches some 14,000 individuals and groups who are working on behalf of women in 160 countries. Working in English, Spanish and French, activities include a quarterly newsletter (The Tribune), resource and training materials and manuals, workshops, reference and referral services, staff exchanges and internships with women from Third World women's groups.

Working as a small "task-force" of women, we seek to ensure that women in Third World countries have the information, training, technology and tools with which to become active participants and shapers of women-oriented development plans, policies and projects.

IWTC has a strong commitment to a participatory way of work. We work collaboratively with country, regional and international women's organizations. We link together groups and individuals who are working on similar projects, research, action and/or advocacy activities. And we actively encourage the use of and assist in the identification of local expertise and resources.

IWTC is supported by grants from the development agencies of the governments of Canada, Sweden, the Netherlands, Norway and Australia, with additional funds coming from church and foundation groups in the USA.

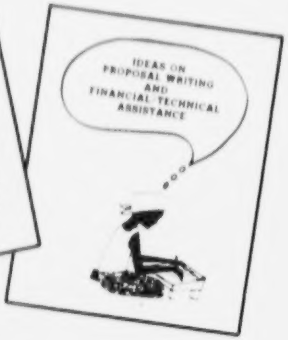
THE TRIBUNE
A WOMEN AND DEVELOPMENT QUARTERLY
WOMEN AND MEDIA 2



THE TRIBUNE
A WOMEN AND DEVELOPMENT QUARTERLY
FOOD TECHNOLOGIES: A WOMAN'S ISSUE

THE TECH AND TOOLS BOOK
A GUIDE TO TECHNOLOGIES WOMEN ARE USING WORLDWIDE

women taking hold of technology



IDEAS ON PROPOSAL WRITING AND FINANCIAL-TECHNICAL ASSISTANCE

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